# TABLE OF CONTENTS

2019-2020 University Catalog ............................................................ 3
The University .................................................................................. 4
Graduate Degrees and Professional Programs ............................... 10
   Office of Graduate and Postdoctoral Studies .............................. 10
   Academic Policies ......................................................................... 10
   Master’s Programs Requirements .............................................. 11
   Ph.D. Program Requirements ..................................................... 14
Graduate Programs ............................................................................ 17
School of Professional Advancement .............................................. 20
   Business and Leadership Studies ............................................... 33
      Accounting and Finance Minor ............................................. 33
      Accounting Fundamentals Certificate .................................... 33
      Accounting Minor (School of Professional Advancement) .... 34
      Advertising Minor .................................................................. 34
      Applied Business Certificate ................................................. 34
      Applied Business Studies Minor ........................................... 34
      Digital Media and Marketing Communications Certificate ... 34
      Finance Certificate .................................................................. 35
      Human Resource Development Minor ................................... 35
      Human Resources Fundamentals Certificate .......................... 35
      Marketing Certificate ............................................................ 35
      Marketing Minor (School of Professional Advancement) ..... 35
      Public Relations Certificate .................................................. 36
      Public Relations Major ........................................................ 36
      Public Relations Minor ........................................................ 37
      Small Business Development Certificate ............................... 37
      Small Business Development Minor .................................... 37
   Digital Design .............................................................................. 37
      Digital Design Major ............................................................ 37
      Digital Design Minor ........................................................... 39
      Digital Design Post-Baccalaureate Certificate ...................... 39
   Emergency and Security Studies ................................................. 40
      Advanced Emergency Management Certificate (Graduate) ... 40
      Advanced Security Management Certificate (Graduate) ....... 40
      Emergency Management Certificate (Graduate) .................. 41
      Emergency Management, Master of Professional Studies ....... 41
   Homeland Security Major ........................................................ 41
      Homeland Security Studies Minor ........................................ 42
      Homeland Security Studies Post-Baccalaureate Certificate .... 42
      Homeland Security Studies, Master of Professional Studies 42
      Security Management Certificate (Graduate) ....................... 43
      Security Management, Master of Professional Studies ......... 43
      Sport Event Security and Emergency Management Certificate (Graduate) .............................................. 43
   General Legal Studies Program .................................................. 43
      General Legal Studies .......................................................... 44
      General Legal Studies Minor ................................................ 44
      Paralegal Studies Post-Baccalaureate Certificate .................. 44
   Information Technology .............................................................. 45
      Information Technology Major .............................................. 45
      Applied Computing Systems and Technology Minor ........... 46
      Cyber Defense Certificate (Graduate) .................................... 46
      Cyber Leadership Certificate (Graduate) .............................. 46
      Cyber Security, Post-Baccalaureate Certificate ..................... 46
      Information Technology Post-Baccalaureate Certificate ......... 47
      Integrated Application Development Post-Baccalaureate Certificate ......................................................... 47
      IT Strategic Planning Certificate (Graduate) ......................... 48
      Technology Architecture Certificate (Graduate) ................. 48
      Cybersecurity Management, Master of Professional Studies 48
      Information Technology Management, Master of Professional Studies .............................................. 49
   Kinesiology .................................................................................. 49
      Exercise Science Major ........................................................ 49
      Exercise Science Minor ....................................................... 50
      Health and Wellness Major .................................................. 50
      Health and Wellness Management, Master of Professional Studies ......................................................... 50
      Health and Wellness Minor .................................................. 51
      Health and Wellness Post-Baccalaureate Certificate ............ 51
   Liberal Arts and Sciences ............................................................ 51
      Humanities Major ............................................................... 51
      Liberal Arts, MLA ............................................................... 52
      Social Sciences Major ........................................................ 52
   Teacher Certification Program ..................................................... 52
Course Descriptions ........................................................................ 54
Accounting (BSAC) ................................................................. 58
Anthropology (PAAN) ............................................................ 58
Architecture (PAAR) .............................................................. 59
Art History (PAAH) ............................................................... 59
Biology (PABI) ........................................................... 59
Business & Leadership Studies (BSLS) .............................. 59
Business Law (BSBL) ........................................................ 59
Computer Sys & Technologies (CPST) ............................... 59
Cybersecurity Management (CSMT) .................................... 65
Digital Design (DDSN) ...................................................... 67
Digital Media Production (DMPR) ....................................... 71
Economics (BSEC) ............................................................. 72
Education (EDUC) ............................................................. 72
Emergency Management (EMMT) ..................................... 77
English (BSEN) ................................................................. 78
English (PAEN) ................................................................. 78
Finance (BSFN) ................................................................. 79
General Legal Studies (GLSP) ........................................... 79
History (PAHS) ................................................................. 82
Homeland Security (HMLS) .............................................. 83
Human Resources Development (HRDV) ......................... 86
Humanities - Interdisciplinary (HUMA) ............................ 87
Journalism (JOUR) ............................................................. 87
Kinesiology (KINE) ............................................................ 87
Louisiana Studies (LOUS) .................................................... 91
Management (BSMT) ....................................................... 91
Marketing (BSMK) ........................................................... 92
Master of Liberal Arts Courses (MLAR) .............................. 92
Music (PAMU) ................................................................. 96
Public Relations (PRPA) ..................................................... 96
Religious Studies (PARL) .................................................. 98
School of Prof Adv (SOPA) .................................................. 98
Social Work (PASW) ........................................................ 98
Sociology (PASO) .............................................................. 98
Speech (SPEC) ................................................................. 98
Theatre (PATR) ................................................................. 98
Wellness & Human Performance (WLHP) ......................... 98
Faculty ................................................................. 99
Index ................................................................. 158
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)

Catalog Production Information
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 equalled 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 both 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 the struggling 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 Deep South's first schools 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, opportunities for working adults. 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 Mussafar 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.

**University Administration**

*Michael A. Fitts*
President of the University
J.D., Yale University

*Robin Forman*
Sr. Vice President for Academic Affairs and Provost
Ph.D., Harvard University

*Michael Cunningham*
Associate Provost
Ph.D., Emory University

*M.A. Krousel-Wood*
Associate Provost
MD, Louisiana State University

*Ana M. López*
Associate Provost
Ph.D., University of Iowa

**Newcomb-Tulane College**

*Lee Skinner*
Dean
Ph.D., Emory University

*Amjad Ayoubi*
Senior Associate Dean, Career Services, Academic Advising, and Athletic Advising
Ph.D., Oklahoma State University

*J. Celeste Lay*
Senior Associate Dean, Academic Affairs
Ph.D., University of Maryland, College Park

**School of Architecture**

*Iñaki Alday*
Dean
Ph.D., Emory University

*Kentaro Tsubaki*
A.B. Freeman School of Business

Ira Solomon
Dean
Ph.D., University of Texas

Paul A Spindt
Senior Associate Dean, Faculty
Ph.D., University of California

School of Law

David Meyer
Dean
J.D., University of Michigan

Onnig H. Dombalagian
Vice Dean, Academic Affairs
J.D., Harvard Law School

School of Liberal Arts

Brian Edwards
Dean
Ph.D., Yale University

Holly Flora
Associate Dean, Faculty Affairs
Ph.D., Institute of Fine Arts, New York University

Kevin Gotham
Associate Dean, Graduate Programs, Grants, and Research
Ph.D., University of Kansas

Vicki Mayer
Associate Dean, Academic Initiatives and Curriculum
Ph.D., University of California, San Diego

School of Medicine

Lee Hamm
Senior Vice President and Dean
M.D., University of Alabama at Birmingham

School of Professional Advancement

Suri L. Duitch
Dean and Vice President for Academic Innovation
Ph.D., City University of New York Graduate Center

Ilianna H. Kwaske
Associate Dean, Academic Affairs
Ph.D., Illinois Institute of Technology

School of Public Health and Tropical Medicine

Thomas LaVeist
Dean and Weatherhead Presidential Chair in Health Equity
Ph.D., University of Michigan

Joseph Keating

School of Science and Engineering

Kimberly Foster
Dean
Ph.D., Cornell University

Brian S. Mitchell
Interim Associate Dean for Graduate Studies, Research, and Facilities
Ph.D., University of Wisconsin

Beth Wee
Associate Dean for Undergraduate Programs
Ph.D., Michigan State University

School of Social Work

Patrick Bordnick
Dean
Ph.D., University of Georgia

Joan Blakey
Associate Dean, Academic Affairs
Ph.D., University of Chicago

Libraries and Academic Information Resources

David Banush
Dean
M.L.I.S., Wayne State University

Student Affairs

J. Davidson Porter
Vice President for Student Affairs
Ph.D., University of Maryland

Carolyn Barber-Pierre
Assistant Vice President, Multicultural Life
M.A., Bowling Green State University

Brian M. Johnson
Assistant Vice President, Housing and Residence Life/Campus Recreation
Ed.D., Drexel University

John Nonnamaker
Associate Vice President for Student Affairs
Ph.D., Fordham University

Scott Tims
Assistant Vice President, Campus Health
Enrollment Management
Satyajit Dattagupta
Vice President for Enrollment Management and Dean of Undergraduate Admission
M.B.A., Southwest Minnesota State University

Rebecca Ancira
Associate Vice President for Enrollment Management
B.A., University of Chicago

Michael T. Goodman
Associate Vice President for University Financial Aid
B.A., Tulane University

Colette P. Raphel
University Registrar
B.A., Tulane University

Bradly K. Booke
Assistant Vice President for Enrollment and Retention
A.M., University of Chicago

Leila Labens
Director of Strategic Recruitment
M.B.A., Tulane University

Jeff Schiffman
Director of Undergraduate Admission
M.L.A., Tulane University

Academic Policies
Registration Policies and Procedures
All students must register by the last day to add classes each semester. Students register online by accessing Gibson Online (https://gibson.tulane.edu), which can be found via the University Registrar’s website at www.registrar.tulane.edu. Gibson Online is a gateway to online services such as registration, grades, degree audit, Canvas, and the Schedule of Classes (https://classschedule.tulane.edu/Search.aspx). Registration can also be accessed by logging directly into the Schedule of Classes (https://classschedule.tulane.edu/Search.aspx). Summer and Fall semester course offerings are typically available for review in March, and Spring semester courses are typically available in October. The Schedule of Classes (https://classschedule.tulane.edu/Search.aspx) contains live data and reflects course availability at that moment in time. The convenience of registration online coupled with the delivery of tuition bills via email greatly reduces the time each student must spend on campus dealing with administrative details. By registering for classes students assume full financial responsibility and assume the responsibility of informing the university of any changes in address via Gibson Online (https://gibson.tulane.edu) so that bills may be delivered promptly.

Students are required to confirm their attendance at the beginning of each semester. Each term, enrolled students will be notified via email when confirmation is made available on Gibson Online. In addition, they must consult the official Academic Calendar (https://registrar.tulane.edu/academic-calendar) on the University Registrar’s webpage for important registration and refund deadlines. Failure to heed the dates set forth in the official academic calendar could result in academic or financial penalty.

Grade Grievance Procedure
Students who believe a grade to be incorrect should first consult with their instructor to address any discrepancies. If questions remain or the situation is unresolved, students seeking redress should follow the official grade grievance procedure (https://advising.tulane.edu/advising-center/grade-grievance-procedure).

Address Changes
It is the responsibility of the student to keep the university notified of 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 their 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
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/f5dtbwdb5rtf1xg4ljojq85tnmkqrjsbw).

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.
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.P.S.), 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/tuls://ogps.tulane.edu/graduate-council.

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/r76926/ 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 of 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, resident 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/FINALIZED%20GUIDELINES%20AND%20POLICIES%20FOR%20GRADUATE%20ASSISTANTS.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-
Tulane offers a number of dual degree programs with the master's degree. Dual Degree Programs students, regardless of date of first registration.

The necessary form for such changes is available in the dean's office. A student who has been admitted to a degree program in one department and wishes to transfer to a program in another department or in another division of Tulane must be approved by the department and the program committee can provide no certification that the student is engaged in a full-time academic program.

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, or by the dean of the appropriate school. In general, a maximum of 15 semester hours of transfer credit may be accepted toward a Master's degree. Some programs may allow fewer transfer credits and/or limit the applicability of transfer credits to degree programs.

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 or at another institution. Tenure for the Master's degree is five years. Tenure is not affected by residence status. Under certain circumstances, upon the recommendation of the chairperson of a student's department or program committee, the dean 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.

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>A-</td>
</tr>
<tr>
<td>B+</td>
<td>B</td>
</tr>
<tr>
<td>B-</td>
<td>C+</td>
</tr>
<tr>
<td>C</td>
<td>C-</td>
</tr>
<tr>
<td>D+</td>
<td>D</td>
</tr>
<tr>
<td>D-</td>
<td>F</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>

A course in which a grade of C+ or less is earned cannot be counted toward a graduate degree.

I 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.

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 residence at Tulane for at least two semesters.
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.

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>
</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 of the appropriate school.

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.

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
fax 504-865-5411

• 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/ees/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/master) (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)
  • Master of Science in Biostatistics (MS)
  • Master of Science in Public Health in Biostatistics (MSPH)
  • Doctor of Philosophy in Biostatistics & Bioinformatics (PhD)
  • BSPH/MSPH
  • MD/MSPH
• Epidemiology (https://sph.tulane.edu/epid/home)
  • Master of Public Health in Epidemiology (MPH)
  • Master of Science in Epidemiology (MS)
  • Master of Science in Clinical Investigation (MS)
  • Doctor of Philosophy in Epidemiology (PhD)
  • BSPH/MPH
  • MD/MPH
• Global Community Health & Behavioral Sciences (https://sph.tulane.edu/gchb/programs)
  • Master of Public Health in Community Health Sciences (MPH)
  • Master of Public Health in Health Education and Communication (MPH)
  • Master of Public Health in Maternal & Child Health (MPH)
  • Master of Public Health in Nutrition (MPH)
  • Master of Public Health in International Health (MPH)
  • Doctor of Public Health in Community Health Sciences (DrPH)
  • Doctor of Philosophy in Global Community Health & Behavioral Sciences (PhD)
  • Registered Dietician (RD)
  • BSPH/MPH
• MD/MPH
• MSW/MPH
• Global Environmental Health Sciences (https://sph.tulane.edu/gehs/programs)
  • Master of Science in Public Health in Global Environmental Health Sciences (MSPH)
  • Master of Science in Public Health in Industrial Hygiene (MSPH)
  • Master of Public Health in Disaster Management (MPH)
  • Master of Public Health in Occupational & Environmental Health (MPH)
  • Master of Public Health in Occupational & Environmental Health & Safety Management (MPH)
  • Doctor of Philosophy in Global Environmental Health Sciences (PhD)
  • BSPH/MPH
  • MD/MPH
• Health Policy and Management (https://sph.tulane.edu/ghmp/home)
  • Master of Public Health in Health Systems Management (MPH)
  • Master of Public Health in Health Policy (MPH)
  • Master of Health Administration in Health Systems Management & Policy (MHA)
  • Doctor of Philosophy in Global Health Systems & Development (PhD)
  • BSPH/MPH
  • MD/MPH
  • MBA/MHA
  • JD/MHA
• Tropical Medicine (https://sph.tulane.edu/trmd/home)
  • Master of Science in Tropical Medicine (MS)
  • Master of Public Health & Tropical Medicine (MPH&TM)
  • Diploma in Clinical Tropical Medicine & Traveler’s Health (Certificate)
  • Doctor of Philosophy in Tropical Medicine (PhD)
  • BSPH/MPH&TM
  • MD/MPH&TM
• 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.

Bachelor Degree Programs

- Digital Design Major (p. 37)
- Exercise Science Major (p. 49)
- General Legal Studies (p. 44)
- Health and Wellness Major (p. 50)
- Homeland Security Major (p. 41)
- Humanities Major (p. 51)
- Information Technology Major (p. 45)
- Public Relations Major (p. 36)
- Social Sciences Major (p. 52)
Master's Degree Programs

- Cyber Defense Certificate (Graduate) (p. 46)
- Cyber Leadership Certificate (Graduate) (p. 46)
- Cybersecurity Management, Master of Professional Studies (p. 48)
- Emergency Management, Master of Professional Studies (p. 41)
- Health and Wellness Management, Master of Professional Studies (p. 50)
- Homeland Security Studies, Master of Professional Studies (p. 42)
- Information Technology Management, Master of Professional Studies (p. 49)
- IT Strategic Planning Certificate (Graduate) (p. 48)
- Liberal Arts, MLA (p. 52)
- Security Management, Master of Professional Studies (p. 43)
- Technology Architecture Certificate (Graduate) (p. 48)

Minors

- Accounting and Finance Minor (p. 33)
- Accounting Minor (School of Professional Advancement) (p. 34)
- Advertising Minor (p. 34)
- Applied Business Studies Minor (p. 34)
- Applied Computing Systems and Technology Minor (p. 46)
- Digital Design Minor (p. 39)
- Exercise Science Minor (p. 50)
- General Legal Studies Minor (p. 44)
- Health and Wellness Minor (p. 51)
- Homeland Security Studies Minor (p. 42)
- Human Resource Development Minor (p. 35)
- Marketing Minor (School of Professional Advancement) (p. 35)
- Public Relations Minor (p. 37)
- Small Business Development Minor (p. 37)

Certificates

- Accounting Fundamentals Certificate (p. 33)
- Advanced Emergency Management Certificate (Graduate) (p. 40)
- Advanced Security Management Certificate (Graduate) (p. 40)
- Applied Business Certificate (p. 34)
- Cyber Security, Post-Baccalaureate Certificate (p. 46)
- Digital Design Post-Baccalaureate Certificate (p. 39)
- Digital Media and Marketing Communications Certificate (p. 34)
- Emergency Management Certificate (Graduate) (p. 41)
- Finance Certificate (p. 35)
- Health and Wellness Post-Baccalaureate Certificate (p. 51)
- Homeland Security Studies Post-Baccalaureate Certificate (p. 42)
- Human Resources Fundamentals Certificate (p. 35)
- Information Technology Post-Baccalaureate Certificate (p. 47)
- Integrated Application Development Post-Baccalaureate Certificate (p. 47)
- Marketing Certificate (p. 35)

Paralegal Studies Post-Baccalaureate Certificate (p. 44)
- Public Relations Certificate (p. 36)
- Security Management Certificate (Graduate) (p. 43)
- Small Business Development Certificate (p. 37)
- Sport Event Security and Emergency Management Certificate (Graduate) (p. 43)
- Teacher Certification Program (p. 52)

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 might 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.

Individual academic departments do not generally accept community college coursework from other regionally accredited colleges that do not belong to a regional accrediting body.

Transfer Credit

Graduate Admissions

The graduate-level online application (https://applysopa.tulane.edu/apply) includes a non-refundable $50 processing fee. To be considered for admission, a prospective graduate student must have earned an undergraduate degree from an accredited institution prior to the first semester of proposed graduate study. The applicant also must have earned a 3.0 cumulative grade point average, or better, in undergraduate coursework. Students with undergraduate grade point averages below 3.0 may be considered for provisional admission at the discretion of the program director.

Additional, program-specific requirements are included in the application itself. Every applicant for graduate admission must have official transcripts from all undergraduate institutions attended sent directly to SoPA before they will be admitted.

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.
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 Elementary Accounting</td>
<td>65</td>
</tr>
<tr>
<td>Introductory Business Law</td>
<td>BSBL 3400 Legal Aspects of Business</td>
<td>60</td>
</tr>
<tr>
<td>Principles of Management</td>
<td>BSMT 2310 Principles of Management</td>
<td>63</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>BSMK 3200 Introduction to Marketing Principles</td>
<td>65</td>
</tr>
<tr>
<td>Information Systems</td>
<td>CPST 1200</td>
<td>66</td>
</tr>
<tr>
<td>Humanities</td>
<td>PAHM 2010</td>
<td>55</td>
</tr>
<tr>
<td>American Government</td>
<td>POLA 2100</td>
<td>50</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>SOCI 2010</td>
<td>50</td>
</tr>
<tr>
<td>Western Civilization I</td>
<td>HISE 1210 Western Civilization I</td>
<td>55</td>
</tr>
<tr>
<td>Western Civilization II</td>
<td>HISE 1220 Western Civilization II</td>
<td>54</td>
</tr>
<tr>
<td>Calculus</td>
<td>MATH 1210 Calculus I</td>
<td>50</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHEM 1070 General Chemistry I</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 Natural Sciences</td>
<td>62</td>
</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>BSMN 3310 Money and Banking</td>
<td>54/434</td>
</tr>
<tr>
<td>Organizational Behavior</td>
<td>BSMN 3340 Organizational Behavior</td>
<td>52/434</td>
</tr>
<tr>
<td>Principles of Finance</td>
<td>BSMN 2210 Introduction to Finance</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.

* Tests taken prior to 2008 are scored on a 20 – 80 point scale. Tests taken in 2008 and later are scored on a 200 – 500 point scale.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to World Religions</td>
<td>PARL 3330</td>
<td>52/434</td>
</tr>
<tr>
<td>Principles of Public Speaking</td>
<td>SPEC 1400 Persuasive Public Speaking</td>
<td>52/434</td>
</tr>
<tr>
<td>Here's to Your Health</td>
<td>WLHP 1800 Fundamentals of Health</td>
<td>51/434</td>
</tr>
<tr>
<td>Physical Geology</td>
<td>EENS 1110 Physical Geology</td>
<td>46/400</td>
</tr>
<tr>
<td>Principles of Statistics</td>
<td>MATH 1110 Probability and Statistics I</td>
<td>48/400</td>
</tr>
</tbody>
</table>

**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-
calendars) for deadlines and instructions. Failure to make schedule adjustments promptly and accurately may result in financial or academic penalties.

Schedule adjustments are done online during the two weeks following the first day of the semester.

Courses may be dropped online up to the last day to drop during the semester. If a student wishes to drop all of his or her courses during a semester, he or she must submit a Withdrawal for the Term form (see Withdrawal section below.)

**Withdrawal**

**Voluntary**
A student who has registered for a semester and needs to drop all of his or her courses must complete a Withdrawal for the Term form (https://sopa.tulane.edu/sites/sopa.tulane.edu/files/SoPA_withdrawal_form.pdf) and submit it to any SoPA office. Forms may be obtained on the SoPA website or at a SoPA campus office. Students should contact their advisor if they are unable to complete the form in person.

**Medical**
A withdrawal from courses for medical reasons requires an official letter of recommendation from a physician in the Campus Health Center (https://campushealth.tulane.edu) and the approval of the SoPA Dean’s office. Students seeking a medical withdrawal must report to their academic advisor before going to the Campus Health Center for an evaluation. Grades of W are assigned when a student withdraws from one or more courses for medical reasons after the last day to drop without record.

A partial medical withdrawal (from some but not all courses) or incomplete grades in one or more courses may be permitted upon the recommendation of the Campus Health Center. Withdrawals from individual courses for medical reasons after the published deadline for dropping a course will require supporting justification. Partial withdrawals are not given during the last two weeks of classes. The deadline for medical withdrawals from all courses is the last day of classes each term. Requests for retroactive medical withdrawals normally are not approved.

Refunds are based on the official date of withdrawal.

SoPA may require a medical clearance before a student can continue studies in a semester that begins after administrative action has been taken on behalf of the student for medical reasons. Students should contact their academic advisor to return from medical leave.

**Required**
A student may be required to withdraw from any course or from the university, temporarily or permanently, for any of the following reasons: possibility of danger to the health of the student or to that of other students if enrollment is continued; refusal to obey regulations; violation of the Honor Code or other serious misconduct; unsatisfactory class attendance; or work below the required scholastic standards.

**Appeals**
Students who are requesting changes to their academic record outside of the current term’s academic calendar should consult with their academic advisor.

---

**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 the GPA as an F = 0.00</td>
</tr>
<tr>
<td>UW</td>
<td>Unofficial withdrawal, counts in the 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 course/week. If the work has not been submitted by the deadline, the incomplete is converted to an F. 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/rdw1126/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.
SoPA undergraduate majors require between 30 and 45 credits.

**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></td>
<td>English/Writing</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (BA, BFA)</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>6-8</td>
</tr>
<tr>
<td></td>
<td>Foreign Language or Perspectives Outside European Tradition/Comparative Cultures</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></td>
<td>Oral Communications</td>
<td>3</td>
</tr>
</tbody>
</table>

(Not required for students majoring in disciplines in the School of Liberal Arts and the School of Science and Engineering)

**Distribution Requirements**

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

**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.

**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.

**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
- Business and Leadership Studies (p. 33)
- Digital Design (p. 37)
- Emergency and Security Studies (p. 40)
- General Legal Studies Program (p. 43)
- Information Technology (p. 45)
- Kinesiology (p. 49)
- Liberal Arts and Sciences (p. 51)
- Teacher Certification Program (p. 52)

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)

Air Force Reserve Officer Training Corps (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 sophomores, 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. 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)

Army Reserve Officer Training Corps (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)

The Naval Reserve Officer Training Corps (NROTC) program at Tulane University offers students the opportunity to earn a commission 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/.

Business and Leadership Studies

Programs

Undergraduate

Major

- Public Relations Major (p. 36)

Minors

- Accounting and Finance Minor (p. 33)
- Accounting Minor (School of Professional Advancement) (p. 35)
- Advertising Minor (p. 34)

- Applied Business Studies Minor (p. 34)
- Human Resource Development Minor (p. 35)
- Marketing Minor (School of Professional Advancement) (p. 35)
- Public Relations Minor (p. 37)
- Small Business Development Minor (p. 37)

Certificates

- Accounting Fundamentals Certificate (p. 33)
- Applied Business Certificate (p. 34)
- Digital Media and Marketing Communications Certificate (p. 34)
- Finance Certificate (p. 35)
- Human Resources Fundamentals Certificate (p. 35)
- Marketing Certificate (p. 35)
- Public Relations Certificate (p. 36)
- Small Business Development Certificate (p. 37)

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>
<tr>
<td>BSFN 2210</td>
<td>Intro to Finance</td>
<td>3</td>
</tr>
<tr>
<td>BSFN 2540</td>
<td>Intro to Investing</td>
<td></td>
</tr>
<tr>
<td>BSFN 3540</td>
<td>Intermediate Investment</td>
<td></td>
</tr>
<tr>
<td>BSFN 3310</td>
<td>Money and Banking</td>
<td></td>
</tr>
<tr>
<td>BSFN 3560</td>
<td>Personal Financial Planning</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 21

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>
</tbody>
</table>
BSAC 3310  Cost Accounting  3

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

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>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>6</td>
</tr>
<tr>
<td>PRPA 2610</td>
<td>Princ of Public Relations</td>
<td></td>
</tr>
<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>PRDM 2900</td>
<td>Digital Media Princ &amp; Strategy</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>BSAC 1110</td>
<td>Intro to Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3200</td>
<td>Intro to Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BSFN 2210</td>
<td>Intro to Finance</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BSBL 3400</td>
<td>Legal Aspects of Business</td>
<td></td>
</tr>
<tr>
<td>BSBL 3450</td>
<td>Commercial Law (fulfills CPA commercial law requirement)</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BSMT 2310</td>
<td>Principles of Management</td>
<td></td>
</tr>
<tr>
<td>BSMT 3340</td>
<td>Managing Org Behavior</td>
<td></td>
</tr>
<tr>
<td>BSMT 3700</td>
<td>Global Business</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HRDV 3330</td>
<td>Intro To Human Resources</td>
<td></td>
</tr>
<tr>
<td>BSMT 3380</td>
<td>Business Ethics</td>
<td></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>BSMK 3200</td>
<td>Intro to Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BSFN 2210</td>
<td>Intro to Finance</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BSBL 3400</td>
<td>Legal Aspects of Business</td>
<td></td>
</tr>
<tr>
<td>BSBL 3450</td>
<td>Commercial Law (fulfills CPA commercial law requirement)</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BSMT 2310</td>
<td>Principles of Management</td>
<td></td>
</tr>
<tr>
<td>BSMT 3340</td>
<td>Managing Org Behavior</td>
<td></td>
</tr>
<tr>
<td>BSMT 3700</td>
<td>Global Business</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>HRDV 3330</td>
<td>Intro To Human Resources</td>
<td></td>
</tr>
<tr>
<td>BSMT 3380</td>
<td>Business Ethics</td>
<td></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 3
- BSFN 3560 | Personal Financial Planning 3

Select any two other courses from:

- BSFN 2000+ | Financial electives above 2000 6
- BSAC 1000+ | Accounting electives above 1000 6

Total Credit Hours: 12

### 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>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
- BSMT 3340 | Managing Org Behavior 3
- BSMT 3700 | Global Business 3

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

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

The certificate is 15 credits and will consist of the following program 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>
<tr>
<td>HRDV 3920</td>
<td>Employment &amp; Labor Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 15

### 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>
</tbody>
</table>

Select three of the following:

- BSMK 3000+ | Any Marketing 3000 course or above 9
- PRPA 2610 | Princ of Public Relations 3
- PRDM 2900 | Digital Media Princ & Strategy 3

Total Credit Hours: 15

### Marketing Minor (School of Professional Advancement)

The minor in marketing allows students to learn more about basic marketing principles and how organizations interact with their customers, competitors, and the public. The minor is designed for students who are interested in the disciplines of marketing and
advertising, or who wish to enhance their business communication skills.

## 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: 3
- BSMT 2310 Principles of Management
- BSMK 3340 Managing Org Behavior
- BSMK 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>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</td>
<td>3</td>
</tr>
<tr>
<td>PRPA 3610</td>
<td>Public Relations Campaigns</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**: 18

## 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.

### 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>
</tbody>
</table>
| Select one of the following: 3
- PRPA 2010 Ethical Issues in Media
- BSMK 3380 Business Ethics
- PRPA 2050 Media and the Law
- BSMK 3200 Intro to Marketing Principles
- PRPA 2650 Public Relations Writing (Pre-req PRPA 2610)
- PRPA 3610 Public Relations Campaigns (Pre-req PRPA 2610)

**Total Credit Hours**: 18

### Major Supporting Courses

Select one of the following: 3
- PRPA 2100 Visual Communications
- DSN 1100 Digital Design Foundation
- PRPA 2020 Journalism and PR
- PRPA 3650 Internet Public Relations (Pre-req PRPA 2610)

Select two of the following: 6
- PRPA 2000 level or above
- Any BSBL, BSMK, or BSMT 2000 level or above
- BSLS 4100 Internship & Professional Dev (Taken in final semester)

**Total Credit Hours**: 18

### Digital Media & Marketing Communications Concentration

<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>
</tbody>
</table>
| Select one of the following: 3
- PRDM 3010 Creating Digital Content
- CPST 2400 Webpage Design & Develpm
- PRDM 3410 SEO & SEM Strategies

Select two of the following: 6
- PRDM 2000+ level and above
- PRPA 2000+ level and above
- Any BSBL, BSMK, or BSMT 3000+ level or above
- BSLS 4100 Internship & Professional Dev
- PRDM 4100 Digital Media Campaigns (Capstone course to be taken during final semester)

**Total Credit Hours**: 18
Public Relations Minor

A minor in Public Relations enables students to learn the fundamentals of Public Relations and how organizations utilize digital and mass media to manage their brands, promote their products and services, maintain their reputation, and mitigate public crises.

Requirements

Requirements for a Minor in Public Relations

<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 2650</td>
<td>Public Relations Writing</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PRPA 2100</td>
<td>Visual Communications</td>
<td></td>
</tr>
<tr>
<td>PRPA 2020</td>
<td>Journalism and PR</td>
<td></td>
</tr>
<tr>
<td>PRPA 2050</td>
<td>Media and the Law</td>
<td></td>
</tr>
<tr>
<td>PRPA 2010</td>
<td>Ethical Issues in Media</td>
<td>3</td>
</tr>
<tr>
<td>BSMT 3380</td>
<td>Business Ethics</td>
<td></td>
</tr>
<tr>
<td>PRPA 3650</td>
<td>Internet Public Relations</td>
<td>3</td>
</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.

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>BSMT 2250</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BSMT 3650</td>
<td>Developing a Small Business</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>BSBL 3400</td>
<td>Legal Aspects of Business</td>
<td></td>
</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>BSMT 3340</td>
<td>Managing Org Behavior</td>
<td></td>
</tr>
<tr>
<td>HRDV 3330</td>
<td>Intro To Human Resources</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 15

Digital Design

Programs

Undergraduate

Major

- Digital Design Major (p. 37)

Minor

- Digital Design Minor (p. 39)

Certificate

- Digital Design Post-Baccalaureate Certificate (p. 39)

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 noted 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 noted. 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>
</thead>
<tbody>
<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>
<td>3</td>
</tr>
<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>
</tbody>
</table>

**Block 2**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

**Lower Level Review**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>

**Block 3**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDSN 3400</td>
<td>Design Studio II</td>
<td>3</td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>or DDSN 2602</td>
<td>Motion Design Studio</td>
<td></td>
</tr>
<tr>
<td>DDSN 3401</td>
<td>Letterpress Studio *</td>
<td>3</td>
</tr>
</tbody>
</table>

**Upper Level Review**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDSN 3402</td>
<td>Poster Design *</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 3600</td>
<td>Social Media Studio *</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 3403</td>
<td>M. A. D. Studio</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 4400</td>
<td>Business of Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**Block 4**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDSN 4401</td>
<td>Design for Good</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 4402</td>
<td>Packaging Design *</td>
<td>3</td>
</tr>
</tbody>
</table>

**Game Art & Animation Track**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDSN 4403</td>
<td>Corporate Identity *</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 4404</td>
<td>Environmental Design *</td>
<td>3</td>
</tr>
</tbody>
</table>

**Block 7**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDSN 4405</td>
<td>Design Studio III</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 4406</td>
<td>Designer as Author *</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 4100</td>
<td>Portfolio &amp; Prof Practices</td>
<td>3</td>
</tr>
</tbody>
</table>

**Lower Level Review**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDSN 1100</td>
<td>Digital Design Foundation</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 1500</td>
<td>Digital Art Studio I - 2D Imag</td>
<td>3</td>
</tr>
</tbody>
</table>

**Block 2**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDSN 1501</td>
<td>Digital Anatomy Game Art &amp; Ani</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 1502</td>
<td>Digital Art Studio II-Concept</td>
<td>3</td>
</tr>
</tbody>
</table>

**Upper Level Review**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDSN 2502</td>
<td>Digital Art Studio III Modular *</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 2503</td>
<td>Animation Studio III *</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 2504</td>
<td>Game Engine Studio I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Block 3**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDSN 2505</td>
<td>Game Engine Studio II</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 3500</td>
<td>Digital Art Effects Complex *</td>
<td>3</td>
</tr>
</tbody>
</table>

**Block 4**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDSN 3501</td>
<td>Game Engine Studio III *</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 3502</td>
<td>Digital Art Studio IV *</td>
<td>3</td>
</tr>
</tbody>
</table>

**Block 5**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDSN 3503</td>
<td>Workflow Intro Deve Pipelines</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 3504</td>
<td>Team Game Art i Interactive</td>
<td>3</td>
</tr>
</tbody>
</table>

**Block 6**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DDSN 4500</td>
<td>Portfolio Studio</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 4501</td>
<td>Capstone Game Art Studio</td>
<td>3</td>
</tr>
</tbody>
</table>

**Interactive Design Track**

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

**Block 2**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 2101</td>
<td>Foundation Interactive Design</td>
<td>3</td>
</tr>
</tbody>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>DSDN 1100</td>
<td>Digital Design Foundation</td>
<td>3</td>
</tr>
<tr>
<td>DSDN 1101</td>
<td>Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>DSDN 1102</td>
<td>Digital Illustration</td>
<td>3</td>
</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 2400</td>
<td>Digital Page Layout</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>18</td>
</tr>
</tbody>
</table>

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.

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 – Graphic Design

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>18</td>
</tr>
</tbody>
</table>

Recommended Electives

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSDN 2600</td>
<td>Interactive Design Studio I</td>
<td>3</td>
</tr>
<tr>
<td>or DSDN 2601</td>
<td>Digital Narrative Studio I</td>
<td>3</td>
</tr>
<tr>
<td>or DSDN 2602</td>
<td>Motion Design Studio</td>
<td>3</td>
</tr>
<tr>
<td>DSDN 3600</td>
<td>Social Media Studio</td>
<td>3</td>
</tr>
</tbody>
</table>
Post-Baccalaureate Certificate in Digital Design – Game Art & Animation

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>D SDSN 1500</td>
<td>Digital Art Studio I - 2D Imag (Block 1)</td>
<td>3</td>
</tr>
<tr>
<td>Block 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D SDSN 1502</td>
<td>Digital Art Studio II-Concept (Block 2)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>D SDSN 1503</td>
<td>3D Virtual Sculpting (Block 3)</td>
</tr>
<tr>
<td></td>
<td><strong>Lower Level Review</strong></td>
<td></td>
</tr>
<tr>
<td>Block 3</td>
<td>D SDSN 1504</td>
<td>Modeling Studio I-Envir Model (Block 3)</td>
</tr>
<tr>
<td></td>
<td>D SDSN 1505</td>
<td>Animation Studio I-Intro to An (Block 3)</td>
</tr>
<tr>
<td>Block 4</td>
<td>D SDSN 2500</td>
<td>Modeling Studio II Character (Block 4)</td>
</tr>
<tr>
<td></td>
<td>D SDSN 2501</td>
<td>Animation Studio II (Block 4)</td>
</tr>
<tr>
<td><strong>Upper Level Review</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block 5</td>
<td>D SDSN 2502</td>
<td>Digital Art Studio III Modular (Block 5)</td>
</tr>
<tr>
<td></td>
<td>D SDSN 2503</td>
<td>Animation Studio III (Block 5)</td>
</tr>
<tr>
<td></td>
<td>D SDSN 2504</td>
<td>Game Engine Studio I (Block 5)</td>
</tr>
<tr>
<td><strong>Recommended Electives</strong></td>
<td>D SDSN 1501</td>
<td>Digital Anatomy Game Art &amp; Ani</td>
</tr>
<tr>
<td></td>
<td>D SDSN 2505</td>
<td>Game Engine Studio II</td>
</tr>
<tr>
<td></td>
<td>D SDSN 3500</td>
<td>Game Art Effects Complex</td>
</tr>
<tr>
<td></td>
<td>D SDSN 3501</td>
<td>Game Engine Studio III</td>
</tr>
<tr>
<td></td>
<td>D SDSN 3502</td>
<td>Digital Art Studio IV</td>
</tr>
</tbody>
</table>

Post-Baccalaureate Certificate in Digital Design – Interactive Design

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td>D SDSN 1101</td>
<td>Digital Imaging (Block 1)</td>
</tr>
<tr>
<td></td>
<td>D SDSN 1102</td>
<td>Digital Illustration (Block 1)</td>
</tr>
<tr>
<td>Block 2</td>
<td>D SDSN 2100</td>
<td>Intro to UX Design (Block 2)</td>
</tr>
<tr>
<td></td>
<td>D SDSN 2101</td>
<td>Foundation Interactive Design (Block 2)</td>
</tr>
<tr>
<td><strong>Lower Level Review</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block 3</td>
<td>D SDSN 2600</td>
<td>Interactive Design Studio I (Block 4)</td>
</tr>
<tr>
<td></td>
<td>D SDSN 2601</td>
<td>Digital Narrative Studio I (Block 4)</td>
</tr>
<tr>
<td></td>
<td>D SDSN 2602</td>
<td>Motion Design Studio (Block 5)</td>
</tr>
<tr>
<td><strong>Upper Level Review</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Block 4</td>
<td>D SDSN 3602</td>
<td>Interactive Design Studio II (Block 6)</td>
</tr>
<tr>
<td></td>
<td>D SDSN 3603</td>
<td>Digital Narrative Studio II (Block 6)</td>
</tr>
<tr>
<td></td>
<td>D SDSN 3604</td>
<td>Motion Design Studio II (Block 7)</td>
</tr>
<tr>
<td><strong>Recommended Electives</strong></td>
<td>CPST 3400</td>
<td>Website Developmt w/ XML/XHTML</td>
</tr>
<tr>
<td></td>
<td>CPST 3410</td>
<td>Website Dev w/ Javascript</td>
</tr>
</tbody>
</table>

Emergency and Security Studies

Programs

Undergraduate

Major

- Homeland Security Major (p. 41)

Minor

- Homeland Security Studies Minor (p. 42)

Certificates

- Advanced Emergency Management Certificate (Graduate) (p. 40)
- Advanced Security Management Certificate (Graduate) (p. 40)
- Emergency Management Certificate (Graduate) (p. 41)
- Homeland Security Studies Post-Baccalaureate Certificate (p. 42)
- Security Management Certificate (Graduate) (p. 43)
- Sport Event Security and Emergency Management Certificate (Graduate) (p. 43)

Graduate

- Emergency Management, Master of Professional Studies (p. 41)
- Homeland Security Studies, Master of Professional Studies (p. 42)
- Security Management, Master of Professional Studies (p. 43)

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>Total Credit Hours</td>
<td></td>
<td>12</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></td>
<td>Total Credit Hours</td>
<td>12</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>EMMT 6005</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 6008</td>
<td>Cyber Threats and Homeland Sec</td>
<td>3</td>
</tr>
<tr>
<td>EMMT 6009</td>
<td>Emergency Management Admin</td>
<td>3</td>
</tr>
<tr>
<td>EMMT 7001</td>
<td>Sport/Event Security and Respo</td>
<td>3</td>
</tr>
<tr>
<td>or EMMT 7002</td>
<td>Leadership, Influence, and Dec</td>
<td></td>
</tr>
<tr>
<td>EMMT 7900</td>
<td>Emergency Management Capstone</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>33</td>
</tr>
</tbody>
</table>

#### 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>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 Rsrch &amp;Anlys</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 Secur</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3930</td>
<td>Cyber Threats &amp; Cyber Security</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one course:</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3550</td>
<td>Human Intel &amp; Counter Intel</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 4500</td>
<td>Intelligence Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 4600</td>
<td>Counter-Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 4700</td>
<td>Maritime &amp; Border Security</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one course:</td>
<td>3</td>
</tr>
<tr>
<td>EENS 3050</td>
<td>Natural Hazards &amp; Mitigation</td>
<td></td>
</tr>
<tr>
<td>HISM 3220</td>
<td>Arab/Israeli Conflict</td>
<td></td>
</tr>
<tr>
<td>POLA 2100</td>
<td>American Government</td>
<td></td>
</tr>
<tr>
<td>POLA 4270</td>
<td>Constitutional Law</td>
<td></td>
</tr>
<tr>
<td>POLI 4520</td>
<td>Intell. &amp; Covert Ops.</td>
<td></td>
</tr>
<tr>
<td>POLI 4530</td>
<td>American Foreign Policy</td>
<td></td>
</tr>
<tr>
<td>POLI 4630</td>
<td>Strategy &amp; Politics</td>
<td></td>
</tr>
<tr>
<td>POLI 6630</td>
<td>International Security</td>
<td></td>
</tr>
</tbody>
</table>
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>
<tr>
<td>HMLS 3500</td>
<td>Intelligence Rsrch &amp;Anlys</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 Secur</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 4990</td>
<td>Practicium (open only to students in their last year of study for the homeland security post-baccalaureate certificate)</td>
<td>3</td>
</tr>
</tbody>
</table>

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>
</tbody>
</table>

Additional Requirements

Select six courses.

Courses may be classroom-based and/or online.

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMLS 7200</td>
<td>Domestic &amp; Intl Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 7300</td>
<td>Maritime &amp; Border Security</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 7500</td>
<td>Intelligence Research</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 7600</td>
<td>Critical Infrastr. Protection</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 7700</td>
<td>Transportn &amp; Border Security</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 7750</td>
<td>The National Challenge</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 7800</td>
<td>Cyber Threats and Homeland Sec</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 7850</td>
<td>Law &amp; National Security</td>
<td>3</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 Reslence PH Discrse</td>
<td>3</td>
</tr>
<tr>
<td>GEHS 7910</td>
<td>Env. Dis Resp Plan &amp; Imp</td>
<td>3</td>
</tr>
</tbody>
</table>

School of Public Health and Tropical Medicine

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

School of Social Work

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
<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>SECM 6009</td>
<td>Leadership in Security Mgt</td>
<td>3</td>
</tr>
<tr>
<td>SECM 7001</td>
<td>Intelligence Anlys and Critica</td>
<td>3</td>
</tr>
<tr>
<td>or SECM 7002</td>
<td>Approaches- Counter Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>or SECM 7003</td>
<td>Disaster Communications</td>
<td>3</td>
</tr>
<tr>
<td>SECM 7900</td>
<td>Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours: 12

Sport Event Security and Emergency Management Certificate (Graduate)

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>
</tbody>
</table>

Total Credit Hours: 12

General Legal Studies Program

Undergraduate

Major

• General Legal Studies (p. 44)
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

<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>Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHIL 1060</td>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>PHIL 1210</td>
<td>Elementary Symbolic Logic</td>
<td></td>
</tr>
<tr>
<td>BSMT 3250</td>
<td>Business Statistics (recommended)</td>
<td></td>
</tr>
<tr>
<td>CPST 1070</td>
<td>Math For Info Technology</td>
<td></td>
</tr>
<tr>
<td>Foreign Language or non-Western Culture</td>
<td>6-8</td>
<td></td>
</tr>
</tbody>
</table>

Supporting Requirement

Select one Oral Communications Course: | 3 |

SPEC 1400 | Persuasive Public Speaking |
SPEC 3110 | Small Group Communicatin |
THEA 2100 | Fundamentals of Acting |
BSMT 2250 | Business Communications |

Distribution Requirements

Select at least two diciplines per category: | |

Humanities | 12 |
Sciences | 12 |
Social Sciences | 12 |
Writing Requirement

Designated writing course | 3-4 |

Total Credit Hours | 55-58 |

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

<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 3060</td>
<td>Litigation II</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 3070</td>
<td>Legal Technology</td>
<td>3</td>
</tr>
<tr>
<td>Select five GLSP 4000+ level (taken only after the completion of the Paralegal courses above)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>GLSP 5900</td>
<td>Gen Legal Studies Practicum (final semester, includes 100-hour internship requirement)</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor (optional)

Varies according to minor chosen

General Electives

As needed to total 120 credits | 22-26 |

Total Credit Hours | 58-62 |

* Preceding course is a prerequisite.
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>
<tr>
<td>GLSP 3050</td>
<td>Litigation I</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 3060</td>
<td>Litigation II *</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 3070</td>
<td>Legal Technology **</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two Paralegal Courses 4000+ level (taken only after the completion of the Paralegal courses above) 6

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLSP 5900</td>
<td>Gen Legal Studies Practicum (final semester, includes 100-hour internship requirement and classroom component)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

27

* Preceding course is a prerequisite.

** Prerequisite: CPST-1000 Intro to Microcomputers (p. 59) or director approval.

### Information Technology

**Undergraduate**

- **Major**
  - Information Technology Major (p. 45)

- **Minor**
  - Applied Computing Systems and Technology Minor (p. 46)

**Certificates**

- Cyber Defense Certificate (Graduate) (p. 46)
- Cyber Leadership Certificate (Graduate) (p. 46)
- Cyber Security, Post-Baccalaureate Certificate (p. 46)
- Information Technology Post-Baccalaureate Certificate (p. 47)
- Integrated Application Development Post-Baccalaureate Certificate (p. 47)
- IT Strategic Planning Certificate (Graduate) (p. 48)
- Technology Architecture Certificate (Graduate) (p. 48)

**Graduate**

- Cybersecurity Management, Master of Professional Studies (p. 48)

- Information Technology Management, Master of Professional Studies (p. 49)

### Information Technology Major Overview

The B.S. in Information 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 Information Technology degree following the successful completion of 120 credits, including 18 credits in the major and 24 credits in the chosen concentration of study.

**Requirements**

All students entering the Information Technology major will take six (6) foundational technology courses together and then declare a concentration. Each concentration will require seven (7) courses and a program concentration capstone course.

<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>Application Dev Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2300</td>
<td>Database Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2500</td>
<td>IT Infrastructure Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2600</td>
<td>Networking Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2700</td>
<td>Fund of Cybersecurity</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

42

### Integrated Application Development Concentration

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 3220</td>
<td>O-O Programming w/ Java</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3230</td>
<td>Application Development In C++</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2400</td>
<td>Webpage Design &amp; Develpm</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3310</td>
<td>Rel DB Design &amp; Develpm</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3550</td>
<td>Systems Analysis &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3250</td>
<td>User Interface/Experience Dsgn</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 3400</td>
<td>Website Developmt w/ XML/XHTML</td>
<td></td>
</tr>
<tr>
<td>CPST 3410</td>
<td>Website Dev w/ Javascript</td>
<td></td>
</tr>
<tr>
<td>CPST 4350</td>
<td>Database Administration-Oracle</td>
<td></td>
</tr>
<tr>
<td>CPST 4100</td>
<td>Special Topics</td>
<td></td>
</tr>
<tr>
<td>CPST 4250</td>
<td>Application Dev Capstone</td>
<td></td>
</tr>
</tbody>
</table>

### Cybersecurity Concentration

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 3930</td>
<td>Cyber Threats &amp; Cyber Security</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4850</td>
<td>Penetration Testing</td>
<td>3</td>
</tr>
</tbody>
</table>
CPST 4930 Network Security 3
CPST 4870 Forensics, Investigate & Resp 3
CPST 4610 Windows Server Administration 3
CPST 4810 Windows Security 3
CPST 4950 Website Security 3
CPST 4900 Cyber Security Capstone 3

**System and Network Administration Concentration**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 4610</td>
<td>Windows Server Administration</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3260</td>
<td>Virtualization and Cloud</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4640</td>
<td>Tcp/Ip Protocol</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4750</td>
<td>IP Routing &amp; Switching</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4770</td>
<td>Advanced IP Networking</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4930</td>
<td>Network Security</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following:

- CPST 3650 Linux Administration & Security
- CPST 4670 Identity & Access Management
- CPST 4810 Windows Security
- CPST 4900 Cyber Security Capstone

**Cloud and Virtualization Concentration**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 3260</td>
<td>Virtualization and Cloud</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3270</td>
<td>Cloud Foundations</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3280</td>
<td>Cloud Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CPST 3290</td>
<td>Hybrid Cloud Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4610</td>
<td>Windows Server Administration</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4750</td>
<td>IP Routing &amp; Switching</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4930</td>
<td>Network Security</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4900</td>
<td>Cyber Security Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**Product & Program Support Concentration**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 3500</td>
<td>IT Project Management</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 3250</td>
<td>User Interface/Experience Dsgn</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2910</td>
<td>Documentation &amp; Tech Writing</td>
<td>3</td>
</tr>
<tr>
<td>Two CPST Courses 2000 or above</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>CPST 4550</td>
<td>Product &amp; Program Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

**Cyber Defense Certificate (Graduate)**

**Overview**

This Graduate Certificate is a nine-credit course of study in which students will be exposed to cybersecurity technical concepts related to the design, monitoring, auditing, and maintaining the cybersecurity posture to protect assets. All credits in this certificate are stackable and could be applied to the Master of Professional Studies Graduate Degree in Cybersecurity Management.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSMT 7700</td>
<td>Cyber Network &amp; Tele Security</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7300</td>
<td>Data &amp; Database Security</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7870</td>
<td>Cyber Incident Res &amp; Forensics</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7750</td>
<td>Wireless, Mobile &amp; Cloud Secur</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

12

**Cyber Leadership Certificate (Graduate)**

**Overview**

This Graduate Certificate is a nine-credit course of study in which students will be exposed to cybersecurity leadership concepts related to the governance, policy, and management of securing and protecting digital assets. All credits in this certificate are stackable and could be applied to the Master of Professional Studies Graduate Degree in Cybersecurity Management.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<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 7170</td>
<td>Business Principles and IT Mgt</td>
<td>3</td>
</tr>
<tr>
<td>CPST 6501</td>
<td>IT Project Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours**

12

**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>
</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>Application Dev Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2300</td>
<td>Database Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2500</td>
<td>IT Infrastructure Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2600</td>
<td>Networking Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2700</td>
<td>Fund of Cybersecurity</td>
<td>3</td>
</tr>
</tbody>
</table>

Concentration Requirements

Select 2 of the following: 6

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<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>Windows Server Administration</td>
<td>3</td>
</tr>
<tr>
<td>CPST 4930</td>
<td>Network Security</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 of the following: 18

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 4810</td>
<td>Windows Security</td>
<td></td>
</tr>
<tr>
<td>CPST 4850</td>
<td>Penetration Testing</td>
<td></td>
</tr>
<tr>
<td>CPST 4870</td>
<td>Forensics, Investigate &amp; Resp</td>
<td></td>
</tr>
<tr>
<td>CPST 4900</td>
<td>Cyber Security Capstone</td>
<td></td>
</tr>
<tr>
<td>CPST 4950</td>
<td>Website Security</td>
<td></td>
</tr>
<tr>
<td>CPST 5100</td>
<td>Network Security</td>
<td></td>
</tr>
<tr>
<td>CPST 4900</td>
<td>Cyber Security Capstone</td>
<td></td>
</tr>
<tr>
<td>CPST 4950</td>
<td>Website Security</td>
<td></td>
</tr>
<tr>
<td>CPST 4950</td>
<td>Network Security</td>
<td></td>
</tr>
<tr>
<td>CPST 4950</td>
<td>Website Security</td>
<td></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 any individual 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>Application Dev Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2300</td>
<td>Database Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CPST 2500</td>
<td>IT Infrastructure Fundamentals</td>
<td>3</td>
</tr>
</tbody>
</table>
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>
</tr>
</thead>
<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>
<td>3</td>
</tr>
<tr>
<td>CSMT 7170</td>
<td>Business Principles and IT Mgt</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7990</td>
<td>Enterprise CS Mgt Capstone</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>(choose one):</td>
<td></td>
</tr>
<tr>
<td>CSMT 7870</td>
<td>Cyber Incident Res &amp; Forensics</td>
<td>3</td>
</tr>
<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>
<td>3</td>
</tr>
<tr>
<td>HMLS 7800</td>
<td>Cyber Threats and Homeland Sec</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

Homeland Security Concentration

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMLS 6600</td>
<td>Approaches Counter-Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 6500</td>
<td>Intell Analysis Critical Think</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 7800</td>
<td>Cyber Threats and Homeland Sec</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Emergency Operations Concentration

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 7900</td>
<td>Sec &amp; Cyber Threats - IT Mgrs</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6002</td>
<td>Intro to Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6004</td>
<td>Business Continuity</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>9</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 Application Arch</td>
<td>3</td>
</tr>
<tr>
<td>CPST 7600</td>
<td>Enterprise Infrastructure Arch</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):

CPST 6320  Business Intelligence
CPST 6500  Systems Req Dev and Test
CPST 7250  SW Development Methods
HMMLS 6600 Approaches Counter-Terrorism
HMMLS 6500 Intell Analysis Critical Think
HMMLS 7800 Cyber Threats and Homeland Sec
SECM 6002  Intro to Emergency Management
SECM 6004  Business Continuity
Any CSMT Course

Total Credit Hours 30

Homeland Security Concentration

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HMMLS 6600</td>
<td>Approaches Counter-Terrorism</td>
<td>3</td>
</tr>
<tr>
<td>HMMLS 6500</td>
<td>Intell Analysis Critical Think</td>
<td>3</td>
</tr>
<tr>
<td>HMMLS 7800</td>
<td>Cyber Threats and Homeland Sec</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Emergency Operations Concentration

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 7900</td>
<td>Sec &amp; Cyber Threats - IT Mgrs</td>
<td>3</td>
</tr>
<tr>
<td>SECM 6002</td>
<td>Intro to Emergency Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Cybersecurity Concentration

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSMT 7700</td>
<td>Cyber Network &amp; Tele Security</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7870</td>
<td>Cyber Incident Res &amp; Forensics</td>
<td>3</td>
</tr>
<tr>
<td>CSMT 7500</td>
<td>IT Sec Auditing &amp; Monitoring</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 9

Kinesiology

Programs

Undergraduate

Majors

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

Minors

- Exercise Science Minor (p. 50)
- Health and Wellness Minor (p. 51)

Certificates

- Health and Wellness Post-Baccalaureate Certificate (p. 51)

Graduate

- Health and Wellness Management, Master of Professional Studies (p. 50)

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 1500</td>
<td>Intro to Kinesiology</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>
<tr>
<td>KINE 4070</td>
<td>Motor Learning</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>
</tbody>
</table>

Total Credit Hours 30
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>
<tr>
<td>Select two courses:</td>
<td></td>
<td>6</td>
</tr>
<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 1500</td>
<td>Intro to Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 1800</td>
<td>Wellness in Contemporary Am</td>
<td></td>
</tr>
<tr>
<td>KINE 2230</td>
<td>Stress Management</td>
<td></td>
</tr>
<tr>
<td>KINE 3110</td>
<td>Exercise &amp; Sport Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours 15

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 Princip in Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>KINE 6650</td>
<td>Res Methods in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 7100</td>
<td>Exerc &amp; Nutrition Hlth Disease</td>
<td>3</td>
</tr>
<tr>
<td>Select five courses:</td>
<td></td>
<td>15</td>
</tr>
<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>
<tr>
<td>KINE 7250</td>
<td>Motivational Interviewing HEWE</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>KINE 2330</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>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 18

**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.

**Liberal Arts and Sciences Programs**

**Undergraduate Majors**

- Humanities Major (p. 51)
- Social Sciences Major (p. 52)

**Graduate**

- Liberal Arts, MLA (p. 52)

**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 at Tulane schools 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.

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

Major 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></td>
<td>Secondary Content Focus Area Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select a content focus area</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary Content Area Teacher Certification Coursework</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge of the Learner and Learning Environment:</td>
<td></td>
</tr>
<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 For Undergrads</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 3250</td>
<td>Focused Clinical Experience For Post-bacs</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 Post-bacs</td>
<td>1</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>
<tr>
<td></td>
<td>Methodology and Teaching</td>
<td></td>
</tr>
<tr>
<td>EDUC 3802</td>
<td>Methods Reading Secondary Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 3820</td>
<td>Practicum SEC Reading</td>
<td>0</td>
</tr>
<tr>
<td>EDUC 5010</td>
<td>Secondary Methods of Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 5090</td>
<td>Methods II Social Studies</td>
<td></td>
</tr>
<tr>
<td>EDUC 5100</td>
<td>Methods II Science</td>
<td></td>
</tr>
<tr>
<td>EDUC 5110</td>
<td>Methods II English</td>
<td></td>
</tr>
<tr>
<td>EDUC 5120</td>
<td>Methods II Math</td>
<td></td>
</tr>
<tr>
<td>EDUC 5130</td>
<td>Methods II Foreign Language</td>
<td></td>
</tr>
</tbody>
</table>
EDUC 6916  Residency Student Teach 6-12 (Students choose either Student Teacher or Practitioner Residency) Fall Semester 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.

**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

**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.

<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 for undergrads enrolled in EDLA 2000</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 3250</td>
<td>Focused Clinical Experience for post-bacs only in EDLA 2000</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 Service for EDUC 3410. Post-bacs enroll in 32510-01. Undergrads enroll in 32610-01.</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 3911</td>
<td>Math in Early Child Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6912</td>
<td>Residency Student Teach PK Students opt for student teaching or practitioner residency. Fall semester</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6913</td>
<td>Residency Student Teach PK Spring semester</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6914</td>
<td>Pract Resid Early Child PK Fall semester</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 6915</td>
<td>Pract Resid Early Child PK Spring semester</td>
<td>3</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS

• # (p. 54)
• A (p. 54)
• B (p. 54)
• C (p. 54)
• D (p. 55)
• E (p. 55)
• F (p. 55)
• G (p. 55)
• H (p. 55)
• I (p. 55)
• J (p. 56)
• K (p. 56)
• L (p. 56)
• M (p. 56)
• N (p. 57)
• O
• P (p. 57)
• Q
• R (p. 57)
• S (p. 57)
• T (p. 58)
• U (p. 58)
• V
• W (p. 58)
• X
• Y (p. 58)
• Z

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

A
• Accounting (ACCN) (https://catalog.tulane.edu/courses/accn)
• Accounting (BSAC) (p. 58)
• 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. 58)
• 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. 59)

B
• Art History (ARHS) (https://catalog.tulane.edu/courses/arhs)
• Art History (PAAH) (p. 59)
• Art Studio (ARST) (https://catalog.tulane.edu/courses/arst)
• Asian Studies (ASTA) (https://catalog.tulane.edu/courses/asta)
• Astronomy (ASTR) (https://catalog.tulane.edu/courses/astm)

• Biochemistry & Molecular Biol (GBCH) (https://catalog.tulane.edu/courses/gbch)
• Bioinformatics (BINF) (https://catalog.tulane.edu/courses/binf)
• Biology (PABI) (p. 59)
• 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. 59)
• Business Doctoral Courses (BUSN) (https://catalog.tulane.edu/courses/busn)
• Business Law (BSBL) (p. 59)
• 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)
• 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)
• Computer Sys & Technologies (CPST) (p. 59)
• Cybersecurity Management (CSMT) (p. 65)
• Dance (DANC) (https://catalog.tulane.edu/courses/danc)
• Dance - Applied (DANA) (https://catalog.tulane.edu/courses/dana)
• Digital Design (DDSN) (p. 67)
• Digital Media Production (DMPR) (p. 71)
• Disaster Resilience Leader Sci (DRLS) (https://catalog.tulane.edu/courses/drls)

• 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/ecn)
• Economics (BSEC) (p. 72)
• Economics (ECON) (https://catalog.tulane.edu/courses/econ)
• Education (EDUC) (p. 72)
• Education - Lib Arts (EDLA) (https://catalog.tulane.edu/courses/edla)
• EMBA (EMBA) (https://catalog.tulane.edu/courses/emba)
• Emergency Management (EMMT) (p. 77)
• Energy (ENRG) (https://catalog.tulane.edu/courses/engr)
• Engineering Physics (ENGP) (https://catalog.tulane.edu/courses/engp)
• English (BSEN) (p. 78)
• English (ENGL) (https://catalog.tulane.edu/courses/engl)
• English (ENLS) (https://catalog.tulane.edu/courses/enls)
• English (PAEN) (p. 78)
• English for Acad/Prof Purposes (EAPP) (https://catalog.tulane.edu/courses/eapp)
• Environmental Health Sciences (ENHS) (https://catalog.tulane.edu/courses/enhs)
• Environmental Studies (EVST) (https://catalog.tulane.edu/courses/p/evst)
• Epidemiology (EPID) (https://catalog.tulane.edu/courses/epid)
• Exec Health Systems Mgmt (ESCD) (https://catalog.tulane.edu/courses/escd)
• Exec Medical Management (EMMM) (https://catalog.tulane.edu/courses/emmm)

• Film Studies (FMST) (https://catalog.tulane.edu/courses/fmst)
• Finance (BSFN) (p. 79)
• Finance (EFIN) (https://catalog.tulane.edu/courses/efin)
• Finance (FINE) (https://catalog.tulane.edu/courses/fine)
• Fine Art - Interdisciplinary (FNAR) (https://catalog.tulane.edu/courses/fnar)
• Foreign Language (FRLN) (https://catalog.tulane.edu/courses/frln)
• French (FREN) (https://catalog.tulane.edu/courses/fren)
• Gender and Sexuality Studies (GESS) (https://catalog.tulane.edu/courses/gess)
• General Legal Studies (GLSP) (p. 79)
• Geology (GEOG) (https://catalog.tulane.edu/courses/geol)
• German (GERM) (https://catalog.tulane.edu/courses/germ)
• Global Business (GMBA) (https://catalog.tulane.edu/courses/gmba)
• Global Comm Hlth Sci & Beh (GCHB) (https://catalog.tulane.edu/courses/gchb)
• Global Development (GDEV) (https://catalog.tulane.edu/courses/gdev)
• Global Environmental Hlth Sci (GEHS) (https://catalog.tulane.edu/courses/gehs)
• Global Finance (GFIN) (https://catalog.tulane.edu/courses/gfin)
• Global Health (GHCP) (https://catalog.tulane.edu/courses/ghcp)
• Global Health Mgmt & Policy (GHSD) (https://catalog.tulane.edu/courses/ghsd)
• Greek (GREK) (https://catalog.tulane.edu/courses/grek)

• Haitian Creole (HACR) (https://catalog.tulane.edu/courses/hacr)
• Health Communication/Education (HCED) (https://catalog.tulane.edu/courses/hced)
• Health Policy and Management (HPAM) (https://catalog.tulane.edu/courses/hpam)
• Health Systems Management (HSMG) (https://catalog.tulane.edu/courses/hsmg)
• Hebrew (HBRW) (https://catalog.tulane.edu/courses/hbrw)
• History (HIST) (https://catalog.tulane.edu/courses/hist)
• History (PAHS) (p. 82)
• History-Africa (HISB) (https://catalog.tulane.edu/courses/hisb)
• History-Ancient & Med Europe (HISA) (https://catalog.tulane.edu/courses/hsa)
• History-Asia (HISC) (https://catalog.tulane.edu/courses/hisc)
• History-Latin Amer & Caribbean (HISL) (https://catalog.tulane.edu/courses/hisl)
• History-Middle East & N Africa (HISM) (https://catalog.tulane.edu/courses/hism)
• History-Modern Europe (HISE) (https://catalog.tulane.edu/courses/hise)
• History-United States (HISU) (https://catalog.tulane.edu/courses/hisu)
• Homeland Security (HMLS) (p. 83)
• Human Genetics (HMGN) (https://catalog.tulane.edu/courses/hmgn)
• Human Resources Development (HRDV) (p. 86)
• Humanities - Interdisciplinary (HUMA) (p. 87)

• Immunology (IMMU) (https://catalog.tulane.edu/courses/immu)
• Individual Study (ISTU) (https://catalog.tulane.edu/courses/istu)
- Information Systems (INFO) (https://catalog.tulane.edu/courses/info)
- Interdiscip Newcomb-Tulane Col (INTU) (https://catalog.tulane.edu/courses/intu)
- Interdiscip Studies · Graduate (INTD) (https://catalog.tulane.edu/courses/ntd)
- 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)
- Jewish Studies (JWST) (https://catalog.tulane.edu/courses/jwst)
- Journalism (JOUR) (p. 87)
- Kinesiology (KINE) (p. 87)
- 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 (LFNRN) (https://catalog.tulane.edu/courses/lfrn)
- Law Summer Program in Germany (LGER) (https://catalog.tulane.edu/courses/ger)
- 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/lctl)
- Linguistics (LING) (https://catalog.tulane.edu/courses/ling)
- Literature (LITR) (https://catalog.tulane.edu/courses/litr)
- Louisiana Studies (LOUS) (p. 91)
- Management (BSMT) (p. 91)
- Management (MGMT) (https://catalog.tulane.edu/courses/mgmt)
- Management Communications (MCOM) (https://catalog.tulane.edu/courses/mcom)
- Management Science (MGSO) (https://catalog.tulane.edu/courses/mgsc)
- Managerial Perspectives (PERS) (https://catalog.tulane.edu/courses/pers)
- Marketing (BSMK) (p. 92)
- Marketing (MKTG) (https://catalog.tulane.edu/courses/mktg)
- Master of Liberal Arts Courses (MLAR) (p. 92)
- 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 · Ophthalmology (OPTH) (https://catalog.tulane.edu/courses/oph)
- 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/pysi)
- MD · Psychiatry (PYCH) (https://catalog.tulane.edu/courses/pych)
- MD · Public Health (PHEA) (https://catalog.tulane.edu/courses/phea)
- 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/uro)
- 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. 96)
- Music · Applied (APMS) (https://catalog.tulane.edu/courses/apms)
- Muscular Cultures Gulf South (MCGS) (https://catalog.tulane.edu/courses/mcgs)

N
- Neuroscience (NSCI) (https://catalog.tulane.edu/courses/nsci)
- Nutrition (NTRN) (https://catalog.tulane.edu/courses/ntrn)

P
- 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 (GPSO) (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/polec)

R
- Real Estate (REAL) (https://catalog.tulane.edu/courses/real)
- Religious Studies (PARL) (p. 98)
- 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)

S
- School Liberal Arts Management (SLAM) (https://catalog.tulane.edu/courses/slam)
- School of Prof Adv (SOPA) (p. 98)
- Science & Engineering (SCEN) (https://catalog.tulane.edu/courses/scen)
- Social Innovation/Entrepreneur (SISE) (https://catalog.tulane.edu/courses/sise)
- Social Work (PASW) (p. 98)
- Social Work (SOWK) (https://catalog.tulane.edu/courses/sowk)
- Sociology (PASO) (p. 98)
- Sociology (SOCI) (https://catalog.tulane.edu/courses/soci)
- Spanish (SPAN) (https://catalog.tulane.edu/courses/span)
- Special Projects (RELS) (https://catalog.tulane.edu/courses/rels)
- Speech (SPEC) (p. 98)
BSAC 1110 Intro to Financial Accounting (3 Credit Hours)
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 Credit Hours)
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.

Prerequisite(s): BSAC 1110.

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

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

Prerequisite(s): BSAC 1120.
Architecture (PAAR)

PAAR 1230 New Orleans Architecture (3 Credit Hours)
This illustrated course examines New Orleans architecture from the city's founding in 1718 to the present time, as well as its historic neighborhoods. The city's architectural legacy will be explored from the standpoint of broad architectural stylistic trends, their relationship to national and international trends, the forces and architects that helped shape the styles, and local building types. Thirty-eight architectural styles will be examined, including Colonial, Revivals, Aesthetic, Eclectic, Arts and Crafts, and Modern Movement. Identifying characteristics and materials of each style will be discussed through numerous illustrations of demonstrating the variety of each style based on the most current research. Historic interiors and landscapes will be perfunctorily addressed. Field observations of historic architecture will be included, as well as urban history of New Orleans.

PAAR 2600 Old & Green Restoration (3 Credit Hours)
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 of 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 Credit Hours)
Special topics in architecture.

Art History (PAAH)

PAAH 3910 Special Topics (1-3 Credit Hours)
Special topics in art history.

Biology (PABI)

PABI 1200 Humanistic Biology (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
Transfer Coursework for BSBL discipline in BSLS Programs (1000 level).

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

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

BSBL 3400 Legal Aspects of Business (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
Independent Study in the BSBL discipline for the BSLS Programs.

Computer Sys & Technologies (CPST)

CPST 1000 Intro To Office Applications (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)**
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 Internet Collaboration (3 Credit Hours)**
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 Hour)**

**CPST 2200 Application Dev Fundamentals (3 Credit Hours)**
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 Credit Hours)**
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.

Prerequisite(s): CPST 2200.

* May be taken concurrently.

**CPST 2400 Webpage Design & Develpm (3 Credit Hours)**
This course goes beyond mere use of the Internet into the tools and techniques needed to successfully publish digital media. Through lectures, class discussions, and hands-on lab work, you will become acquainted with the hardware, software (on workstations, on servers, and on the Internet), and tool management techniques needed to create and maintain web documents and sites. The course includes coverage of HTML and CSS.

**CPST 2500 IT Infrastructure Fundamentals (3 Credit Hours)**
This course covers the basic principles and applications of technology architecture including hardware, software, virtualization of servers, storage, and networking. Utility servers/appliances, server environments, and Cloud architecture will be presented in the course. Software to be studied includes Operating Systems, virtualization software, application software, and hardware appliance management software. Key concepts such as security, redundancy, reliability, maintainability, and availability will be discussed. Students will be provided with an overview of technology architectures, data systems, and the applications that manage system resources.

**CPST 2600 Networking Fundamentals (3 Credit Hours)**
This course covers topics related to wired/wireless connectivity and data exchange between digital devices. In addition to learning common networking terminology, students will examine and perform hands-on exercises using existing and emerging networking standards and architectures. Also covered are network operating systems, topologies, structured cabling, communications protocols, LAN-to-LAN interconnectivity and WAN fundamentals. This course is intended to provide a solid foundation for further study of IT networking connectivity principles.

**CPST 2700 Fund of Cybersecurity (3 Credit Hours)**
This course provides the student with an overview of the field of cybersecurity and assurance, and a foundation for understanding the key issues associated with protecting information assets, and designing a consistent, robust cybersecurity posture. Students will be exposed to the spectrum of cybersecurity activities, devices, methods, methodologies, and procedures. Coverage will include inspection and prevention, detection, and response to cybersecurity threats, and an overview of the cybersecurity planning and staffing functions.

**CPST 2910 Documentation & Tech Writing (3 Credit Hours)**
This course provides a complete process for planning, creating, and editing technical content, for both internal and external audiences including assessing the needs of users, selecting appropriate formats, making effective use of media, and selecting the best content organization and delivery platform. Students demonstrate proficiency in written content creation and presentation skills by producing different technical writing products, including formal research reports and workplace writing (e.g., technical reports, manuals, explanations of how to understand or use a product or service, proposals, etc.). Students will be exposed to software applications to architect, organize, and publish technical content and media. This course will also address the job duties of technical writers/editors. Topics include establishing positive working relationships with writers, management, and subject matter experts.

Prerequisite(s): (CPST 1200 or 1200) and (CPST 3050 or 3050).

**CPST 3050 Technology & Ethics (3 Credit Hours)**
This course examines the ethical and social aspects of information technology with emphasis on computing. Pertinent issues include acquisition, access, stewardship, liability, freedom, privacy, control and security. Note: This course can be used to satisfy a School of Continuing Studies? Humanities Distribution Requirement.

Prerequisite(s): CPST 1200.

**CPST 3220 O-O Programming w/ Java (3 Credit Hours)**
This course presents the fundamentals of the JAVA programming language. Topics include JAVA syntax, data types, design of classes, class libraries, data structures, exception handling, threads, input and output, and applet programming.

Prerequisite(s): CPST 2200.

**CPST 3230 Application Development In C++ (3 Credit Hours)**
This course presents the fundamentals of the C++ programming language. It covers development of computer-based solutions in C++, using object-oriented and event-driven techniques, and accessing databases with open database connectivity.

Prerequisite(s): CPST 2200.
CPST 3250 User Interface/Experience Dsgn (3 Credit Hours)
This course examines topics related to developing and evaluating user interfaces for interactive computer systems. Topics covered include usability goals and principles, user interface design principles, managing design processes, prototyping and construction, interface metaphors, interaction styles, interaction devices, software tools, user interface builders, evaluation paradigms and techniques, usability testing, user manuals, tutorials, computer-supported collaborative work.

Prerequisite(s): (CPST 1200 or 1200).

CPST 3260 Virtualization and Cloud (3 Credit Hours)
This course focuses on the skills and knowledge necessary for provisioning and managing virtualized services in cloud infrastructure as a Services (IaaS) environments including: virtual networks, virtual machines, containers, web and mobile apps, and storage; planning and managing cloud resources, and configuring Azure AD integration with on-premises Active Directory domain.

Prerequisite(s): (CPST 1200 or 3270).

CPST 3270 Cloud Foundations (3 Credit Hours)
This course provides a detailed overview of cloud concepts, services, security, architecture, pricing, and support. Students will receive an overview of the fundamental concepts of cloud computing independent of specific technical roles. Students will be exposed to cloud infrastructure and will deploy basic cloud services.

Prerequisite(s): (CPST 4610 or 4610).

CPST 3280 Cloud Architecture (3 Credit Hours)
This course covers the concepts of building IT infrastructure on a public cloud service provider's infrastructure. The course is designed to teach students how to optimize the use of the cloud by understanding a variety of service solutions and how these services fit into cloud-based solutions. Because cloud-based architectural solutions, and related costs, can differ depending on environment, type of applications, and size of business, this course emphasizes best practices for cloud computing architecture, and it recommends various design patterns to help the student think through the process of architecting optimal IT solutions.

Prerequisite(s): (CPST 3270 or 3270).

CPST 3290 Hybrid Cloud Infrastructure (3 Credit Hours)
This course teaches students about the nature, benefits and drawbacks of using a Hybrid Cloud solution, in relation to other deployment models. Students will also learn to implement a hybrid cloud computing environment using industry standard cloud service provider tools. Students will learn how to install, configure, use and maintain a hybrid cloud environment. Students will be exposed to the myriad of decisions and actions required when implementing a hybrid Cloud solution. This course covers core hybrid cloud services: identity, storage, image, networking, compute, memory, and management dashboards.

Prerequisite(s): (CPST 3260 or 3260).

CPST 3310 Rel DB Design & Develpmt (3 Credit Hours)
This course covers design and development concepts for relational database systems. The students will work on the design and development of a database application by analyzing organizational data needs, model and present those needs using diagrams and specifications, exploring different database designs, and implementing the design in a working system. Topics include normalization, entity-relationship modeling, database application design, data base processing using internet technology, managing multi-user data bases, accessing the database server, and sharing enterprise data.

Prerequisite(s): CPST 2300.

CPST 3400 Website Developmpt w/ XML/XHTML (3 Credit Hours)
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.

Prerequisite(s): CPST 2200* and 2400*.
* May be taken concurrently.

CPST 3410 Website Dev w/ Javascript (3 Credit Hours)
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.

Prerequisite(s): CPST 2400* and 2200*.
* May be taken concurrently.

CPST 3500 IT Project Management (3 Credit Hours)
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.

Prerequisite(s): CPST 1200.

CPST 3550 Systems Analysis & Design (3 Credit Hours)
Examines the concepts, tools, and techniques used to develop and support computer-based information systems. Systems planning, analysis, design, and implementation are covered. Techniques for studying, documenting, specifying, designing, implementing and testing small and/or enterprise-wide business systems. Analysis and design includes structured and object-oriented methods, using CASE tools.

Prerequisite(s): CPST 2300*.
* May be taken concurrently.
CPST 3610 Internet Server Admin with IIS (3 Credit Hours)
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.

Prerequisite(s): CPST 3700.

CPST 3650 Linux Administration & Security (3 Credit Hours)
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.

Prerequisite(s): CPST 3700.

CPST 3930 Cyber Threats & Cyber Security (3 Credit Hours)
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.

Prerequisite(s): CPST 3900 or HMLS 3600.

CPST 4000 Independent Studies (1-4 Credit Hours)
CPST 4100 Special Topics (3 Credit Hours)
CPST 4101 SCRUM Development Method (3 Credit Hours)
CPST 4250 Application Dev Capstone (3 Credit Hours)
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.

Prerequisite(s): CPST 3250 and 3310.

CPST 4320 Business Intelligence (3 Credit Hours)
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.

Prerequisite(s): CPST 3310.

CPST 4340 Database Administration- SQL (3 Credit Hours)
A technical overview for SQL Server administration. SQL Server offers a platform for enterprise data management, robust development, and implementation of modern databases. Students will be exposed to how to install, administer, maintain and troubleshoot Microsoft SQL Server Databases. This course also provides students with the technical skills required to write basic Transact-SQL queries for Microsoft SQL Server. Server Students will work in a lab environment to install SQL Server 2016 and will then work through a series of various activities to learn the crucial tasks of an SQL Server administrator.

Prerequisite(s): (CPST 2300 or 2300).

CPST 4350 Database Administration-Oracle (3 Credit Hours)
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.

Prerequisite(s): CPST 2300.

CPST 4500 System Reqs Devel & Testing (3 Credit Hours)
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.

Prerequisite(s): CPST 3550*.
* May be taken concurrently.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPST 4550</td>
<td>Product &amp; Program Capstone</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4610</td>
<td>Windows Server Administration</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4640</td>
<td>TCP/IP Protocol</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4650</td>
<td>Unix System Administration</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4670</td>
<td>Identity &amp; Access Management</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4710</td>
<td>Network Infrastructure Capstone</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4750</td>
<td>IP Routing &amp; Switching</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4770</td>
<td>Advanced IP Networking</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4800</td>
<td>Virtualization Administration</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4810</td>
<td>Windows Security</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4850</td>
<td>Penetration Testing</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4870</td>
<td>Forensics, Investigate &amp; Resp</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4910</td>
<td>Special Topics Course</td>
<td>(1-3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4911</td>
<td>Special Topics</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4912</td>
<td>Special Topics</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4913</td>
<td>Special Topics</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4914</td>
<td>Special Topics</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4915</td>
<td>Special Topics</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4916</td>
<td>Special Topics</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4917</td>
<td>Special Topics</td>
<td>(3 Credit Hours)</td>
</tr>
<tr>
<td>CPST 4918</td>
<td>Special Topics</td>
<td>(3 Credit Hours)</td>
</tr>
</tbody>
</table>

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.

Prerequisite(s): CPST 3550.

This course is designed to prepare the student for the challenges faced by network administrators, helpdesk technicians, and network analysts. Individuals working in these areas have the responsibility for installing and maintaining local area networks based on Microsoft Windows and other network operating systems. This course provides hands-on experience planning, deploying, and administering a network using Microsoft Windows Server based systems.

Prerequisite(s): CPST 3600 and 3700.

This course will focus primarily on the TCP/IP protocol suite and 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.

Prerequisite(s): CPST 3700.

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.

Prerequisite(s): CPST 3650.

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.

Prerequisite(s): CPST 3700 and 4610.

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).

Prerequisite(s): CPST 3700 and 4610.

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.

Prerequisite(s): CPST 3700 and 4640.

A comprehensive overview of networking topics, at an advanced level. Students will focus on core concepts that will allow the experienced network individual to understand the “why” behind the protocols they work with every day and see the big picture of networking. This course explores advanced switching concepts such as Spanning Tree and link aggregation. Dynamic Routing Protocols are covered in detail. Students will be exposed to advanced hands-on routing and real-world switching exercises.

Prerequisite(s): (CPST 4750 or 4750).

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 Python and Pygame.

Prerequisite(s): (CPST 4750 or 4750).
CPST 4919 Special Topics (3 Credit Hours)
This course is a special offering in the Applied Computing program.

CPST 4920 Special Topics Course (1-3 Credit Hours)
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 (3 Credit Hours)
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.

Prerequisite(s): CPST 4610.

CPST 4950 Website Security (3 Credit Hours)
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.

Prerequisite(s): CPST 2400 and 3900.

CPST 6320 Business Intelligence (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 are 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.
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.

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.

Enterprise Application Arch (3 Credit Hours)
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.

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 US 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 (HIPAA), 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).

Cyber Law and Policy (3 Credit Hours)
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.

Independent Study (1-3 Credit Hours)
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.

Leadership for CS Profnls (3 Credit Hours)
This course is designed to provide the advanced knowledge and skills for management of cybersecurity throughout the enterprise. The course examines internal and external security threats against a network, documenting and advocating for cybersecurity spending, managing resources (including vendors) and development of a security governance plan to establish standards and a framework to protect an organization’s information.
CSMT 7170 Business Principles and IT Mgt (3 Credit Hours)
The goal of this course is to provide Cybersecurity Management candidates with an in-depth understanding of enterprise business management and operational concepts to prepare students to integrate and manage a cybersecurity operation within a greater organization. The course will consider core organizational management activities/business topics and relate these to the business of IT Security. Methods and approaches for performing Cost/Benefits analysis, procurement, making business cases for cybersecurity, IT budgeting and working with contractors and consultants will be reviewed.

CSMT 7300 Data & Database Security (3 Credit Hours)
This course provides in-depth study of database architecture (including Cloud based data structures and applications) and database management systems from the perspective of securing data. This course covers principles and methodologies of database design from security, and techniques for database application auditing, aggregating, reporting, analysis and response from a cybersecurity management perspective. Best practices in securing data at rest, data in transit and data in use will be reviewed in depth against the context of recent noteworthy breaches. (Virtual Lab)

CSMT 7500 IT Sec Auditing & Monitoring (3 Credit Hours)
This course will review tools and methods to audit and monitor a network, including auditing, aggregating, reporting, analysis and response from a cybersecurity management perspective. This will include in-depth coverage of System event, intrusion detection, intrusion prevention, firewalls, packet monitoring and endpoint security and detection. (Virtual Lab)

CSMT 7700 Cyber Network & Tele Security (3 Credit Hours)
This course provides in-depth technical knowledge on securing enterprise networks and telecommunications. The course examines defense and defensible architecture, along with best practice implementations of security tools and solutions, and is designed to equip the student with methods and constructs used to test network security. By the end of the course, students will be able to design a basic network from a security perspective to include tools and technologies to best secure an organization's information.

CSMT 7750 Wireless, Mobile & Cloud Secur (3 Credit Hours)
This course reviews architecture, vulnerabilities and security methods for Wireless, Mobile and Cloud Computing technologies in the enterprise. Included topics will be reviewing these network constructs as well as vulnerabilities, and attack vectors. Also covered are best practices for implementing and securing IEEE 802.11 wireless networks, wireless access and BYOD, wireless security protocols, mobile IP communications, and cloud computing categories and services. This course also looks at current and emerging cloud services and cloud-based applications, including the "Internet of Things".

CSMT 7800 Cyber Law & Policy (3 Credit Hours)
In this course, students study existing and evolving laws, agreements, legal decisions, regulation and compliance pertaining to cybersecurity and enterprise IT. Students will also explore ethical considerations of cybersecurity practices, including social networking and privacy in the context of enterprise cybersecurity management.

CSMT 7870 Cyber Incident Res & Forensics (3 Credit Hours)
This course takes a 360 degree study of cyber incident response and investigation from the standpoint of a cybersecurity manager. This includes securing a cyber-incident scene, preserving digital evidence, establishing and maintaining chain of custody, safeguarding evidence, forensic analysis and tools as well as examination and review of evidence. As part of this review, students will consider decision matrices for notifying and working with government and law enforcement agencies. (Virtual Lab)

CSMT 7900 Sec & Cyber Threats for Mgrs (3 Credit Hours)
This course provides advanced information on current threats to IT systems including an array of current and evolving exploitation methods and vulnerabilities. Through research as well as lecture, students examine an array of attack types and goals of attackers with an analysis of the anatomy of an attack including motivation, purpose, types, and phases. This course also considers emergent technologies and technical uses (such as Blockchain, Internet of Things, and Quantum Computing) from the standpoint of threat and security.

CSMT 7920 Software and Web App Security (3 Credit Hours)
The goal of this course is to provide cybersecurity managers and practitioners with an in-depth review of the technologies, models, best implementation practices and known software and web application vulnerabilities. The course reviews activities and processes pertaining to the planning, programming, and management of software (and systems that manage software) including ways to secure applications through design and control interfaces. This includes in-depth reviews of application architecture,trust models, key management, web protocols, and digital certificates. This course also delves into means and measures to assess effectiveness of application security.

CSMT 7950 Cryptography (3 Credit Hours)
The goal of this course is to provide Cybersecurity Management candidates with an in-depth understanding of ciphers, cryptology, and encryption and their use in safeguarding information and systems in the enterprise. The course covers the standard uses of encryption including access control, authentication, data application security, and virtual private networking and examines technical direction and trends in regards to the future of cryptology. The course will also review legal decisions and implications of encryption in the debate on privacy/civil liberties versus business and security/safety goals.

CSMT 7990 Enterprise CS Mgt Capstone (3 Credit Hours)
In this Capstone course, students will apply cybersecurity management concepts, best practices, technical knowledge and principles as learned throughout the Program from the perspective of an organizational CSO/CISO. Through Case Study, students will display mastery of these through the creation of deliverables necessary to manage an effective enterprise cybersecurity program. This will include review/documentation of an IT organization’s security posture, and creation of a Risk Management structure, Security Policy/Operational Framework, and Budget. Finally, each student will produce a professional-grade White Paper on a Cybersecurity/Cybersecurity Management topic to be assessed by the MPS in Cybersecurity Management Assessment Board.

Prerequisite(s): CSMT 7050, 7900, 7700, 7800, 7500, 7950, 7300* and 7170.

* May be taken concurrently.
DDS 1100 Digital Design Foundation (3 Credit Hours)
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.

DDS 1101 Digital Imaging (3 Credit Hours)
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 painting, 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: DDS 1100.

DDS 1102 Digital Illustration (3 Credit Hours)
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: DDS 1100.

DDS 1103 Typography Studio I (3 Credit Hours)
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: DDS 1100, 1101, 1102.

DDS 1401 History of Graphic Design (3 Credit Hours)
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: DDS 1100, 1101, 1102.

Prerequisite(s): (DDS 1100 or 1100) and (DDS 1101 or 1101) and (DDS 1102 or 1102).

DDS 1500 Digital Art Studio I - 2D Imag (3 Credit Hours)
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: DDS 1100.

Prerequisite(s): DDS 1100 or 1100.

DDS 1501 Digital Anatomy Game Art & Ani (3 Credit Hours)
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: DDS 1100, 1500.

Prerequisite(s): DDS 1100 and 1500.

DDS 1502 Digital Art Studio II-Concept (3 Credit Hours)
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: DDS 1100, 1500, 1501.

Prerequisite(s): DDS 1100, 1500 and 1501.

DDS 1503 3D Virtual Sculpting (3 Credit Hours)
This studio course 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: DDS 1100, 1500, 1501, 1502.

Prerequisite(s): DDS 1100, 1500, 1501 and 1502.

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

Prerequisite(s): DDS 1100, 1500 and 1501 and (DDS 1500 or 1500) and (DDS 1501 or 1501) and (DDS 1502 or 1502).

DDS 1505 Animation Studio I-Intro to An (3 Credit Hours)
This studio course 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: DDS 1100, 1500, 1501, 1502.

Prerequisite(s): (DDS 1100 or 1100) and (DDS 1500 or 1500) and (DDS 1501 or 1501) and (DDS 1502 or 1502).
DDS 2100 Intro to UX Design (3 Credit Hours)
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.
Prerequisite(s): (DDSN 1100 or 1100) and (DDSN 1101 or 1101) and (DDSN 1102 or 1102).

DDS 2101 Foundation Interactive Design (3 Credit Hours)
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.
Prerequisite(s): (DDSN 1100 or 1100) and (DDSN 1101 or 1101) and (DDSN 1102 or 1102) and (DDSN 2100 or 2100).

DDS 2102 Digital Photography (3 Credit Hours)
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.

DDS 2400 Digital Page Layout (3 Credit Hours)
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. Printing and production techniques for long-format design will be employed. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401.

DDS 2401 Design Studio I (3 Credit Hours)
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.

DDS 2500 Modeling Studio II Character (3 Credit Hours)
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.

DDS 2501 Animation Studio II (3 Credit Hours)
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.

DDS 2502 Digital Art Studio III Modular (3 Credit Hours)
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.

DDS 2503 Animation Studio III (3 Credit Hours)
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.

DDS 2504 Game Engine Studio I (3 Credit Hours)
This studio course explores the Unreal Engine interface and systems with an introduction of Blueprint scripting language. Students are expected to understand and apply 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.

DDS 2505 Game Engine Studio II (3 Credit Hours)
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.

DDS 2600 Interactive Design Studio I (3 Credit Hours)
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 verbal presentation. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, CPST 3400, CPST 3410.

DDS 2601 Digital Narrative Studio I (3 Credit Hours)
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 materials. 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.

Prerequisite(s): DDSN 1100, 1101, 1102, 1401, 2100, 2101, CPST 3400 and 3410.
DDSN 2602 Motion Design Studio (3 Credit Hours)
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.
Prerequisite(s): DDSN 1100, 1101, 1102, 2400, 2401.

DDSN 3100 Sound Design (3 Credit Hours)
This studio course introduces sound design principles, historical perspectives and case studies. Students are expected to storyboard 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 Credit Hours)
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, 1400, 1401, 2100, 2400, 2401.
Prerequisite(s): DDSN 2401.

DDSN 3401 Letterpress Studio (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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, CPST 3400, CPST 3410.
**DDSN 3601 SEO SEM (3 Credit Hours)**
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 Credit Hours)**
This studio course 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, 2600, 2600, 2601, 2602, CPST 3400, CPST 3410.

**DDSN 3603 Digital Narrative Studio II (3 Credit Hours)**
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, 2600, 2600, 2601, 2602, 3600, CPST 3400, CPST 3410.

**DDSN 3604 Motion Design Studio II (3 Credit Hours)**
This studio course 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, CPST 3400, CPST 3410.

**DDSN 4100 Portfolio & Prof Practices (3 Credit Hours)**
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, presentation techniques and portfolio reworking. Students can expect to create written and verbal communication regarding their brand, personal attributes and portfolio works. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2400, 2401, 3400, 3404, 3600, 4400, 4402, 4404, 4405.

**DDSN 4400 Business of Design (3 Credit Hours)**
This studio course provides students with real-world applications of business practices within the graphic design industry, contracts, the law, business planning, strategy and marketing. Students will assemble a strategic approach to estimating and planning, project workflow in a design business environment and create original work for service-learning client. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600.

**DDSN 4401 Design for Good (3 Credit Hours)**
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. 2D, 3D and interactive elements will be employed to create meaningful 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 Credit Hours)**
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 Credit Hours)**
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, 4400.

**DDSN 4404 Environmental Design (3 Credit Hours)**
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.

Prerequisite(s): DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2400, 2401, 3400, 3403, 3600 and 4400.

**DDSN 4405 Design Studio III (3 Credit Hours)**
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 Credit Hours)
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 Credit Hours)
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 dossier for improvement and apply greater focus to 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 Credit Hours)
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 Credit Hours)
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, 1401, 2100, 2101, 2600, 2600, 2601, 2602, 3600, 3601, 2602, 3603, CPST 3400, CPST 3410.

DDSN 4900 Special Topics (3 Credit Hours)
Special Topics in Digital Design.

DDSN 4910 Independent Study (1-3 Credit Hours)
This course explores special topics with the Design 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.

DDSN 5050 Digital Design Practicum (3 Credit Hours)
This course assists in the student’s internship experience by providing weekly direction and feedback. The student is responsible for securing an internship during the practicum course period and completing at least 100 total hours during the semester. In addition to the contact hours, each student must maintain a PDF portfolio of works created during the semester for review during the final exam period. Both the student and employer will be given entrance and exit surveys regarding their experiences.

Digital Media Production (DMPR)

DMPR 1110 Intro Creative Industries (3 Credit Hours)
DMPR 2001 Digital Filmmaking Fund I (3 Credit Hours)
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 Credit Hours)
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 for TV and Film, film budgeting and scheduling and advanced editing techniques.

Prerequisite(s):,DMPR 2001 or DMPR 2002.

DMPR 3030 TV & Film Sound Design (3 Credit Hours)
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.

Prerequisite(s):, DMPR 2001 or THEA 2070.

DMPR 3040 Lighting & Cinematography (3 Credit Hours)
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.

Prerequisite(s):, DMPR 2002 or THEA 2080.

DMPR 3220 Digital Production Non-Pros (3 Credit Hours)
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.

Prerequisite(s):, THEA 2070 or DMPR 2002.

DMPR 3290 Digital Production Non-Pros (3 Credit Hours)
Prerequisite(s):, THEA 2070.

DMPR 3880 Writing Intensive: DMPR 3910 (1 Credit Hour)
DMPR 3890 Service Learning: DMPR 3220 (0-1 Credit Hours)
Service Learning.
**Special Topics (3 Credit Hours)**

**DMPR 3910 Special Topics (3 Credit Hours)**
Specialty 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 Credit Hours)**
Specialty 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 3912 Special Topics (3 Credit Hours)**
Specialty 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 3920 Special Topics (3 Credit Hours)**
Specialty 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 Credit Hours)**
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 Credit Hours)**
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 Credit Hours)**
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 Credit Hours)**

**DMPR 5390 Junior Year Abroad (1-20 Credit Hours)**

**DMPR 5550 Advanced Digital Filmmaking I (3 Credit Hours)**
"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.

**Prerequisite(s):** DMPR 2002 or THEA 2080.

**DMPR 5560 Adv Digital Filmmaking II (3 Credit Hours)**
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 sync-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.

**Prerequisite(s):** THEA 5550 or DMPR 5550.

**Economics (BSEC)**

**BSEC 1000 Economics for Non-Majors (3 Credit Hours)**
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 Credit Hours)**
Transfer Coursework.

**EDUC 2010 Teaching Writing Early Childho (1 Credit Hour)**
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

**Prerequisite(s):** EDLA 2000 and (EDLA 2890 or EDUC 3250).

**EDUC 2940 Transfer Coursework (3 Credit Hours)**
Transfer Coursework.
EDUC 3000 Emergent Literacy (3 Credit Hours)
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

Prerequisite(s): EDLA 2000* and (EDLA 2890*, 2891, 2891 or EDUC 3250*).
* May be taken concurrently.

EDUC 3210 Methods for Teaching ESL (3 Credit Hours)

EDUC 3250 Focused Clinical Experience (1 Credit Hour)
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: EDUC 3260

EDUC 3260 Classroom Culture & Management (1 Credit Hour)
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

Prerequisite(s): EDLA 2000 and (EDLA 2890 or EDUC 3250).
Corequisite(s): EDUC 3410.

EDUC 3410 The Craft of Teaching (3 Credit Hours)
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

Prerequisite(s): EDLA 2000 and (EDLA 2890 or EDUC 3250).
Corequisite(s): EDUC 3260.

EDUC 3510 Teaching ECE Sci & Soc Studies (3 Credit Hours)
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: EDUC 3800, EDUC 2890 or EDUC 3250, EDUC 3000, EDUC 3160, EDUC 3410, EDUC 3260, EDUC 3801. Co-requisite: EDUC 3892-01

Prerequisite(s): EDUC 3000 and 3400 and (EDUC 3800 or 3801) and EDUC 3810.

EDUC 3801 Methods Reading Early Child (3 Credit Hours)
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, listening 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: EDUC 2000, EDUC 2890 or EDUC 3250, EDUC 3000, EDUC 3160, EDUC 3410, EDUC 3260, EDUC 3801. Co-requisite: EDUC 3810

Prerequisite(s): EDUC 2000 and EDUC 2890 or EDUC 3250 and EDUC 3000 and EDUC 3400 or 3410.

EDUC 3802 Methods Reading Secondary Ed (3 Credit Hours)
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: EDUC 2000, EDUC 2890 or EDUC 3250, EDUC 3410, EDUC 3260 with PSYC 3200 strongly recommended. Co-requisite: EDUC 3820 (SEC majors)

Prerequisite(s): EDUC 2000 and EDUC 2890 or EDUC 3250 and (EDUC 3400 or 3410).
EDUC 3810 Practicum ECE Reading (0 Credit Hours)
Within course (30 hour) zero credit service learning/practicum component for EDUC 3801 Methods of Early Childhood Reading Instruction

Prerequisite(s): EDUC 3400* or (EDUC 3410*).
* May be taken concurrently.

EDUC 3820 Practicum SEC Reading (0 Credit Hours)
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.

Prerequisite(s): EDLA 2000 and (EDLA 2890 or EDUC 3250) and EDUC 3420 and (EDUC 3400 or 3410).

EDUC 3890 Service Learning: EDUC 3210 (0-1 Credit Hours)
Within course service learning/practicum component for EDUC 3000 Emergent Literacy.

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

EDUC 3892 Service Learning: EDUC 3510 (0-1 Credit Hours)
Within course service learning/practicum component for EDUC 3510 Teaching ECE Science and Social Studies.

EDUC 3893 Service Learning: EDUC 3210 (0-1 Credit Hours)

EDUC 3894 Service Learning: EDUC 3230 (0-1 Credit Hours)

EDUC 3895 Service Learning: EDUC 3820 (0-1 Credit Hours)

EDUC 3911 Math in Early Child Classrooms (3 Credit Hours)
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 Credit Hours)
Transfer Coursework.

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

EDUC 5010 Secondary Methods of Teaching (3 Credit Hours)
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

Prerequisite(s): EDLA 2000 and (EDLA 2890, 2890 or EDUC 3250) and EDUC 3400 and (EDUC 3802 or 3800) and EDUC 3820.

EDUC 5090 Methods II Social Studies (3 Credit Hours)
A seminar and practicum course providing opportunities for secondary 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

Prerequisite(s): EDUC 3410 (3 Credit Hours) and (EDUC 3809 or EDUC 3250) and (EDUC 3400 or 3410) and EDUC 3820 and 5010.

EDUC 5100 Methods II Science (3 Credit Hours)
A seminar and practicum course providing opportunities for secondary teacher candidates to acquire skills in teaching methodologies and strategies specific to the science 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 5891-11

Prerequisite(s): EDLA 2000 and (EDLA 2890 or EDUC 3250) and (EDUC 3400 or 3410) and (EDUC 3800 or 3820) and EDUC 5010.
EDUC 5110 Methods II English (3 Credit Hours)
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

Prerequisite(s): EDLA 2000 and (EDLA 2890 or EDUC 3250) and (EDUC 3400 or 3410) and (EDUC 3800 or 3820) and EDUC 5010.

EDUC 5120 Methods II Math (3 Credit Hours)
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

Prerequisite(s): EDLA 2000 and (EDLA 2890 or EDUC 3250) and (EDUC 3400 or 3410) and (EDUC 3800 or 3820) and EDUC 5010.

EDUC 5130 Methods II: Foreign Language (3 Credit Hours)
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

Prerequisite(s): EDLA 2000 and (EDLA 2890 or EDUC 3250) and (EDUC 3400 or 3410) and EDUC 3820 and 5010.

EDUC 5380 Junior Year Abroad (1-20 Credit Hours)
EDUC 5390 Junior Year Abroad (1-20 Credit Hours)

EDUC 5890 Service Learning: EDUC 5120 (0-1 Credit Hours)
Within course service learning/practicum component for EDUC 5010 Secondary Education Methods I.

EDUC 5891 Service Learning: EDUC 5100 (1 Credit Hour)
Within course service learning/practicum component for EDUC 5100 Secondary Methods of Teaching II: Science Methods.

EDUC 5892 Service Learning: EDUC 5110 (0-1 Credit Hours)
Within course service learning/practicum component for EDUC 5110 Secondary Methods of Teaching English.

EDUC 5893 Service Learning: EDUC 5090 (1 Credit Hour)
Within course service learning/practicum component for EDUC 5090 Secondary Methods of Teaching II: Social Studies Methods.

EDUC 5894 Service Learning: EDUC 5130 (0-1 Credit Hours)
Within course service learning/practicum component for EDUC 5130 Secondary Methods of Teaching II: Foreign Language.

EDUC 5940 Transfer Coursework (3 Credit Hours)
Transfer Coursework.

EDUC 6860 Independent Study (0-3 Credit Hours)
This course will explore various curriculum models and underlying theories utilized in designing early childhood curriculum, with an emphasis on the Reggio Emilia approach. Participants will examine factors which have influenced curriculum development in Early Childhood Education and determine how certain factors have influenced the development of a variety of curriculum models. Through the Reggio Emilia approach, young children are encouraged to explore their environment and express themselves through many “languages,” or modes of expression, including words, movement, drawing, painting, sculpture, shadow play, collage, and music. Additionally, students in this course will explore the latest research on Social and Emotional Learning and ways to integrate strategies into the early childhood curriculum.

EDUC 6912 Residency Student Teach PK-3 (3 Credit Hours)
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 27 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 3210, EDUC 3000, EDLA 3160, EDUC 3410, EDUC 3260, EDUC 3801, EDUC 3510 and EDUC 3911.
EDUC 6913  Residency Student Teach PK-3  (3 Credit Hours)
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 27
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 3210, EDUC 3000, EDLA 3160, EDUC 3410,
EDUC 3260, EDUC 3801, EDUC 3510 and EDUC 3911.

Prerequisite(s): EDUC 3900* and 3500.
* May be taken concurrently.

EDUC 6914  Pract Resid Early Child PK-3  (3 Credit Hours)
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
work course. 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 Credit Hours)
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
work course. 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.

Prerequisite(s): EDUC 3900* and 3500.
* May be taken concurrently.

EDUC 6916  Residency Student Teach 6-12  (3 Credit Hours)
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 6917  Residency Student Teach 6-12  (3 Credit Hours)
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.

Prerequisite(s): EDUC 5090*, 5100*, 5110*, 5120*, 5130* or 5010*.
* May be taken concurrently.

EDUC 6918  Practitioner Residency 6-12  (3 Credit Hours)
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 Credit Hours)
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.

Prerequisite(s): EDUC 5090*, 5100*, 5110*, 5120*, 5130* or 5010*.
* May be taken concurrently.
Emergency Management (EMMT)

EMMT 6001 Intro to Emergency Management (3 Credit Hours)
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.

Prerequisite(s): (EMMT 6001 or 6001) and (HMLS 6250 or 6250).

EMMT 6002 Health & Med Issues in EM (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 7008 Cyber Threats and Homeland Sec (3 Credit Hours)
“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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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.

Prerequisite(s): ENGL 1010, 1010, 1010 or 1010.

English (PAEN)

PAEN 1000 Composition and Reading (3 Credit Hours)
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 Credit Hours)
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.

Prerequisite(s): ENGL 1010, 1010, 1010 or 1010.

PAEN 3010 Special Topics (3 Credit Hours)
Special topic in English.

PAEN 3020 Special Topics (3 Credit Hours)
Special topics in English.

PAEN 3310 Business Report Writing (3 Credit Hours)
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.

Prerequisite(s): ENGL 1010, 1010, 1010 or 1010.
PAEN 3349 Mad Men A Critical Analysis (3 Credit Hours)
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 Credit Hours)
Transfer Coursework for BSN discipline in BSLS Programs (1000 Level).

BSFN 2210 Intro to Finance (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
Special Topics in Finance.

BSFN 2940 Transfer Coursework (3 Credit Hours)
Transfer Coursework for BSN discipline in BSLS Programs (2000 Level).

BSFN 3310 Money and Banking (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
Independent Study in the BSN discipline for the BSLS Programs.

General Legal Studies (GLSP)

GLSP 2010 Intro to the Legal System (3 Credit Hours)
Introduces students to the American legal system, including both civil and common law, and focusing upon 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.

Prerequisite(s): (ENGL 1010, 1010, 1010 or 1010).

GLSP 3020 Legal Research (3 Credit Hours)
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.

Prerequisite(s): ENGL 1010*, 1010, 1010 or 1010.
* May be taken concurrently.

GLSP 3030 Legal Writing (3 Credit Hours)
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.

Prerequisite(s): PARA 3020 or GLSP 3020.

GLSP 3050 Litigation I (3 Credit Hours)
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.

Prerequisite(s): ENGL 1010*, 1010, 1010 or 1010.
* May be taken concurrently.
GLSP 3060 Litigation II (3 Credit Hours)
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.

Prerequisite(s): PARA 3050 or GLSP 3050.

GLSP 3070 Legal Technology (3 Credit Hours)
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.

Prerequisite(s): CPST 1000.

GLSP 4010 Busn & Corporate Practice (3 Credit Hours)
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 Credit Hours)
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.

Prerequisite(s): (PARA 3030 or GLSP 3030) and (PARA 3060 or GLSP 3060) and (PARA 3070 or GLSP 3070).

GLSP 4040 Real Property Practice (3 Credit Hours)
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.

Prerequisite(s): (PARA 3030 or GLSP 3030) and (PARA 3060 or GLSP 3060) and (PARA 3070 or GLSP 3070).

GLSP 4050 Family Law (3 Credit Hours)
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.

Prerequisite(s): (GLSP 3030 or PARA 3030) and (GLSP 3060 or PARA 3060) and (GLSP 3070 or PARA 3070) and (ENGL 1010, 1010, 1010 or 1010).

GLSP 4070 Immigration Law Practice (3 Credit Hours)
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 Credit Hours)
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.

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4090 Administrative Practice (3 Credit Hours)
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.

Prerequisite(s): (PARA 3030 or GLSP 3030) and (PARA 3060 or GLSP 3060) and (PARA 3070 or GLSP 3070).

GLSP 4100 Advanced Legal Technology (3 Credit Hours)
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.

Prerequisite(s): (PARA 3030 or GLSP 3030) and (PARA 3060 or GLSP 3060) and (PARA 3070 or GLSP 3070).
GLSP 4120 Admiralty Practice (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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.

Prerequisite(s): GLSP 3030, 3060 or 3070.

GLSP 4160 Interviewing & Investigation (3 Credit Hours)
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.

Prerequisite(s): (PARA 3030 or GLSP 3030) and (PARA 3060 or GLSP 3060) and (PARA 3070 or GLSP 3070).

GLSP 4170 Advanced Legal Technology (3 Credit Hours)
GLSP 4180 Bankruptcy (3 Credit Hours)
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.

Prerequisite(s): (PARA 3030 or GLSP 3030) and (PARA 3060 or GLSP 3060) and (PARA 3070 or GLSP 3070).

GLSP 4190 Legal Ethics (3 Credit Hours)
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.

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4220 Insurance Law Practice (3 Credit Hours)
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 paralegal 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 Credit Hours)
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 4280 Personal Injury - Malpractice (3 Credit Hours)
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.

Prerequisite(s): (GLSP 3030 or PARA 3030) and (GLSP 3060 or PARA 3060) and (GLSP 3070 or PARA 3070) and (ENGL 1010, 1010, 1010 or ENGL 1010).

GLSP 4290 Medical Records Analysis (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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.

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 4380 Evidence Law (3 Credit Hours)
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.

Prerequisite(s): GLSP 3030, 3060 and 3070.

GLSP 5500 Selected Topics (3 Credit Hours)
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.

Prerequisite(s): (PARA 3030 or GLSP 3030) and (PARA 3060 or GLSP 3060) and (PARA 3070 or GLSP 3070).

GLSP 5900 Gen Legal Studies Practicum (3 Credit Hours)
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 2911 Special Topics (3 Credit Hours)
Special topic in history.

PAHS 2912 Special Topics (3 Credit Hours)
Special topic in history.

PAHS 3750 History of Rock & Roll (3 Credit Hours)
The purpose of this course is to examine the place that rock ‘n’ roll has occupied in American culture. The central question is why a musical and cultural form once dismissed as a “passing fad” has been a very visible (and audible) part of our culture for over sixty years, despite considerable resistance.

PAHS 3830 Special Topics (3 Credit Hours)
Special topics in history.

PAHS 3831 Special Topics (3 Credit Hours)
Special topics in history.
Homeland Security (HMLS)

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

HMLS 2750 Homeland Security Challenge (3 Credit Hours)
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 Credit Hours)
Transfer credit.

HMLS 3150 Health and Medical Issues (3 Credit Hours)
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 Terrorism (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
This course will focus on key periods in the development of the modern US 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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
Special Topics in Homeland Security Studies.

HMLS 3911 Special Topics (1-3 Credit Hours)
Special Topics in Homeland Security Studies.
HMLS 3920 Emergency Planning & Exercises (3 Credit Hours)
HMLS 3930 Sports Security Management (3 Credit Hours)
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 4500 Intelligence Analysis (3 Credit Hours)
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.

Prerequisite(s): HMLS 3500.

HMLS 4560 Internship (1-3 Credit Hours)
HMLS 4600 Counter-Terrorism (3 Credit Hours)
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.

Prerequisite(s): HMLS 3200.

HMLS 4700 Maritime & Border Security (3 Credit Hours)
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.

Prerequisite(s): HMLS 3700.

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

HMLS 4920 Independent Study (1-3 Credit Hours)
Independent study in Homeland Security Studies.

HMLS 4990 Practicum (3 Credit Hours)
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 Credit Hours)
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.

HMLS 6250 Health & Med Issues Emer Mgmt (3 Credit Hours)
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.

Prerequisite(s): HMLS 6150.

HMLS 6500 Intell Analysis Critical Think (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 7501 Independent Study (1-3 Credit Hours)
Independent study in Homeland Security Studies.

HMLS 7600 Critical Infrastr. Protection (3 Credit Hours)
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 Credit Hours)
Special Topics in Homeland Security Studies.

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

HMLS 7700 Transportn & Border Security (3 Credit Hours)
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 Credit Hours)
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 perspective 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 Credit Hours)
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 Credit Hours)
Special Topics in Homeland Security Studies.

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

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

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

HMLS 7805 Special Topics (3 Credit Hours)
Special Topics in Homeland Security Studies.

HMLS 7850 Law & National Security (3 Credit Hours)
This course will survey and explore domestic laws (constitutional, statutory, and regulatory), executive branch decisions and many of their corresponding judicial interpretations that authorize, expand or constrain the U.S. government’s pursuit of its national security policy objectives. This course is organized into four categories: (I) the foundations of U.S. national security powers, (II) the use of force abroad, (III) intelligence gathering and (IV) 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.

HMLS 7940 Transfer Credit (3 Credit Hours)
Transfer credit.

HMLS 7941 Transfer Credit (3 Credit Hours)
Transfer credit.

HMLS 7990 Emergency Mgmt Mitigation (3 Credit Hours)

Human Resources Development (HRDV)

HRDV 1940 Transfer Coursework (3 Credit Hours)
Transfer Coursework for HRDV discipline in BSLS Programs (1000 Level).

HRDV 2450 Career for Life: Finding Bliss (3 Credit Hours)
The purpose of this course is to assist students in exploring careers and assist in long-term career development planning. This course will address career and lifestyle integrated as a whole, taking students through traditional topics such as history and theory, self-assessment activities, career investigation, decision-making, and conducting a successful job search campaign, while also addressing the equally important topics of change, career enhancement, and healthy lifestyle characteristics.

HRDV 2910 Special Topics in HR (1-3 Credit Hours)
Special Topics in HR Development.

HRDV 2940 Transfer Coursework (3 Credit Hours)
Transfer Coursework for HRDV discipline in BSLS Programs (2000 Level).

HRDV 3330 Intro To Human Resources (3 Credit Hours)
This class is an introduction to organizational, legal, and psychological frameworks governing modern Human Resources Administration. This course provides an overview of the Human Resources function and the Human Resources department's role in furthering both employee and organizational goals.
HRDV 3450  Professional Interviewing  (3 Credit Hours)
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 Credit Hours)
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.

Prerequisite(s): HRDV 3330.

HRDV 3650  Plan, Recruit & Selection HR  (3 Credit Hours)
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 Credit Hours)
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.

Prerequisite(s): HRDV 3330.

HRDV 3920  Employment & Labor Law  (3 Credit Hours)
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.

Prerequisite(s): HRDV 3330 or 3330.

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

Humanities - Interdisciplinary (HUMA)

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

Journalism (JOUR)

JOUR 1940  Transfer Credit  (3 Credit Hours)
Transfer Coursework for JOUR discipline in BSLS Programs (1000 Level).

JOUR 2940  Transfer Credit  (3 Credit Hours)
Transfer Coursework for JOUR discipline in BSLS Programs (2000 Level).

Kinesiology (KINE)

KINE 1400  Intro to Health Sciences  (3 Credit Hours)
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 1500  Intro to Kinesiology  (3 Credit Hours)
This course will introduce students to the academic discipline of Kinesiology, including fundamental components of fitness & exercise, health & wellness and topics within sport/exercise science. Additional topics will include current issues in the field, and options for career and professional development.

KINE 1800  Wellness in Contemporary Am  (3 Credit Hours)
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 Credit Hours)
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 2220</td>
<td>Mind/Body Health (3 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>KINE 2330</td>
<td>Stress Management (3 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>KINE 2340</td>
<td>Nutrition and Behavior (3 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>KINE 2910</td>
<td>Independent Study (1-3 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>KINE 3001</td>
<td>Special Topics (1-3 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>KINE 3002</td>
<td>Special Topics (1-3 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>KINE 3003</td>
<td>Special Topics (1-3 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>KINE 3004</td>
<td>Special Topics (1-3 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>KINE 3110</td>
<td>Exercise &amp; Sport Psychology (3 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>KINE 3120</td>
<td>Biomechanics (4 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>KINE 3130</td>
<td>Lifespan Motor Development (3 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>KINE 3200</td>
<td>The Human Body (3 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>KINE 3220</td>
<td>Global Health (3 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>KINE 3250</td>
<td>Gender Based Issues in Health (3 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>KINE 3330</td>
<td>Epidemiology of Aging (3 Credit Hours)</td>
<td></td>
</tr>
<tr>
<td>KINE 3500</td>
<td>Cultural Difference in Healing (3 Credit Hours)</td>
<td></td>
</tr>
</tbody>
</table>

**KINE 2220 Mind/Body Health (3 Credit Hours)**
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 2330 Stress Management (3 Credit Hours)**
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 2340 Nutrition and Behavior (3 Credit Hours)**
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 Credit Hours)**
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 Credit Hours)**
Special Topics in Kinesiology.

**KINE 3002 Special Topics (1-3 Credit Hours)**
Special Topics in Kinesiology.

**KINE 3003 Special Topics (1-3 Credit Hours)**
Special Topics in Kinesiology.

**KINE 3004 Special Topics (1-3 Credit Hours)**
Special Topics in Kinesiology.

**KINE 3110 Exercise & Sport Psychology (3 Credit Hours)**
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 Credit Hours)**
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 Credit Hours)**
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 Credit Hours)**
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 Credit Hours)**
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 Credit Hours)**
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 Credit Hours)**
This course will introduce students to critical issues in the aging population. The course provides a comprehensive overview of the most important topics in health and aging, taking a “whole person” epidemiological approach to health, including attention to cultural differences, psychosocial, economic, and population factors affecting aging. The study of aging and health enhances professional opportunities in the fields of gerontology, wellness, and other medical and health related fields.

**KINE 3500 Cultural Difference in Healing (3 Credit Hours)**
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
Basic human physiology with emphasis on the physiological changes associated with exercise and overload that affect the underlying function of cells and organ systems of the human body.

Prerequisite(s): (SCEN 3030 or 3035) and (SCEN 3035 or 3035).

### KINE 4050 Mass Media and Health (3 Credit Hours)
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 Credit Hours)
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 4100 Sports Medicine (3 Credit Hours)
This course will examine therapeutic modalities and the advanced care, prevention, and treatment of athletic injuries.

### KINE 4120 Strength & Conditioning (3 Credit Hours)
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 Credit Hours)
This course presents students with the most current information on health-related physical fitness testing and exercise programming for individuals of all ages, fitness levels, and disease states.

Prerequisite(s): KINE 4030 or 4030.

### KINE 4200 Mental Health (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
Students complete an independent project under the supervision of a faculty member. Approval is required by the Program Director.
KINE 5001 Internship (3 Credit Hours)
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 Program Director.

KINE 6001 Special Topics (1-3 Credit Hours)
Special Topics in Kinesiology.

KINE 6100 Cross Disciplinary Aspects Mgm (3 Credit Hours)
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 Credit Hours)
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 Principle in Mgmt (3 Credit Hours)
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 Res Methods in Kinesiology (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
This course provides an overview of leading health program planning theories including PRECEDE/PROCEDE 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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
Special topics in Louisiana Studies.

Management (BSMT)
BSMT 1940 Transfer Coursework (3 Credit Hours)
Transfer Coursework for BSMT discipline in BSLS Programs (1000 Level).

BSMT 2250 Business Communications (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
Special Topics in Management.

BSMT 2940 Transfer Coursework (3 Credit Hours)
Transfer Coursework for BSMT discipline in BSLS Programs (2000 Level).

BSMT 3250 Business Statistics (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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.
### Master of Liberal Arts Courses (MLAR)

**MLAR 7010  Ancient Political Thought (3 Credit Hours)**
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 Credit Hours)**
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  Masterworks West Lit Foundation (3 Credit Hours)**
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 Credit Hours)**
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 Credit Hours)**
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.

---

### Marketing (BSMK)

**BSMK 1940  Transfer Coursework (3 Credit Hours)**
Transfer Coursework for BSMK discipline in BSLS Programs (1000 Level).

**BSMK 2910  Special Topics in Marketing (1-3 Credit Hours)**
Special topics in Marketing.

**BSMK 2940  Transfer Coursework (3 Credit Hours)**
Transfer Coursework for BSMK discipline in BSLS Programs (2000 Level).

**BSMK 3020  Intro to Marketing Principles (3 Credit Hours)**
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 Credit Hours)**
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 Credit Hours)**
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 Credit Hours)**
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.

Prerequisite(s): BSMK 3400.

**BSMK 4910  Independent Studies (1-3 Credit Hours)**
Independent Study in the BSMK discipline for the BSLS Programs.
MLAR 7060 Understanding Amer Modern Era (3 Credit Hours)
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 will 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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
Special topics in liberal arts.

MLAR 7101 Special Topics (3 Credit Hours)
Special topics in liberal arts.

MLAR 7102 Special Topics (3 Credit Hours)
Special topics in liberal arts.

MLAR 7103 Special Topics (3 Credit Hours)
Special topics in liberal arts.

MLAR 7113 Philosophy of Religion (3 Credit Hours)
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 Credit Hours)
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 knightly behavior that inform the Arthurian stories (e.g. the medieval theory of the divine right of kings); the development within the Arthurian materials of ideas about medieval romantic love or fin'amor, especially in representations of the passionate but doomed relationship between Lancelot and Guinevere; 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 Tennison 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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Contempry Culture in Lit/Film (3 Credit Hours)
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 Credit Hours)
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, reunion, 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 Credit Hours)
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 Credit Hours)
Special topics in liberal arts.

MLAR 7171 Introduction to the Bible (3 Credit Hours)
This course examines the structure and content of the Bible from historical, literary, philosophic, and religious or theological perspectives.

MLAR 7193 Special Topics (3 Credit Hours)
Special topics in liberal arts.

MLAR 7194 Special Topics (3 Credit Hours)
Special topics in liberal arts.

MLAR 7195 Special Topics (3 Credit Hours)
Special topics in liberal arts.

MLAR 7196 Special Topics (3 Credit Hours)
Special topics in liberal arts.

MLAR 7215 Asian Philosophy (3 Credit Hours)
This course studies the major intellectual traditions of India and China, including Hindu and early Buddhist thought in India, as well as Confucian, Taoist, and later Buddhist thought in China.
MLAR 7240 Justice, Law & Public Policy (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 7280 Philosophy of Religion (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
For specific topics, see Schedule of Classes.

MLAR 7550 Holocaust in Film & Literature (3 Credit Hours)
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 Credit Hours)
MLA Transfer Credit.

MLAR 7990 Masters Research (3 Credit Hours)
Research in Liberal Arts

MLAR 9980 Masters Research (3 Credit Hours)
Research in Liberal Arts

Music (PAMU)

PAMU 3330 Creole & Cajun Music Hist (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
Transfer Coursework for PRPA discipline in BSLS Programs (1000 level).

PRPA 2010 Ethical Issues in Media (3 Credit Hours)
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 2020 Journalism and PR (3 Credit Hours)
This course introduces students to researching, reporting, and writing news stories for print, broadcast, Internet and other media. Through extensive reporting/writing assignments, guest speakers, and quizzes on current events, the course will cover the nature of news, journalistic style, the preparation of manuscripts for publication, the development of leads, interviewing techniques, selection and organization of facts, and the difference between various media styles. The importance of effective interviewing and how companies interact with media via PR will also be discussed.

PRPA 2050 Media and the Law (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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 Credit Hours)
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.

Prerequisite(s): (PRPA 2610 or MDAR 2610) and (ENGL 1010, 1010, 1010 or 1010).

PRPA 2700 PR Event Planning (3 Credit Hours)
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.

Prerequisite(s): PRPA 2610.

PRPA 2910 Special Topics in PR (1-3 Credit Hours)
Special Topics in Public Relations.

PRPA 2940 Transfer Coursework (3 Credit Hours)
Transfer Coursework for PRPA discipline in BSLS Programs (2000 level).

PRPA 3610 Public Relations Campaigns (3 Credit Hours)
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.

Prerequisite(s): (ENGL 1010, 1010, 1010 or 1010) and (PRPA 2610 or MDAR 2610).

PRPA 3650 Internet Public Relations (3 Credit Hours)
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.

Prerequisite(s): PRPA 2610 or MDAR 2610.

PRPA 3910 Special Topics in PR (3 Credit Hours)
Special Topics in Public Relations.

PRPA 4910 Independent Study-PR (1-3 Credit Hours)
Independent Study - Public Relations.
Religious Studies (PARL)

PARL 2931 Middle Eastern Religion (3 Credit Hours)
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 Credit Hours)
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.

PARL 3911 Special Topics (3 Credit Hours)

School of Prof Adv (SOPA)

SOPA 1500 Advanced Placement (0-12 Credit Hours)
Course designated for transfer credit.

Social Work (PASW)

PASW 3210 Death and Dying (3 Credit Hours)
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 Credit Hours)
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 Credit Hours)
Principles of audience analysis, speech composition, and delivery. Special attention is given to persuasive techniques

SPEC 1940 Transfer Credit (3 Credit Hours)

SPEC 2910 Special Topics (3 Credit Hours)
Special topics in speech.

SPEC 3110 Small Group Communication (3 Credit Hours)
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 Credit Hours)
Special topics in theater.

PATR 2911 Special Topics (3 Credit Hours)
Special topics in theater.

Wellness & Human Performance (WLHP)

WLHP 2950 Basic EMT Training (3 Credit Hours)
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  
Postdoc Fellow  
School of Public Health  
PhD, Tulane University

Abdulmanova, Anna  
Visiting Assistant Professor  
School of Business  
PhD, University Of Missouri - Columbia

Abdulnour-Nakhoul, Solange  
Research Associate Professor  
School of Medicine  
PhD

Abusoufeh, Rana  
Assistant Professor  
School of Medicine  
MD

Adams, Katherine Ann  
Associate Professor  
School of Liberal Arts  
PhD, Florida State University

Adams, Michele Ann  
Associate Professor  
School of Liberal Arts  
PhD, University Of California-Riverside

Adderley, Laura R  
Associate Professor  
School of Liberal Arts  
PhD, University Of Pennsylvania

Addis, Adeno  
Professor  
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

Akchurin, Maria  
Postdoc Fellow  
Stone Center for Latin American Studies

Akin, Yigit  
Associate Professor  
School of Liberal Arts  
PhD, Ohio State University-All Campuses

Akingbola, Olugbenga A  
Professor  
School of Medicine  
MD

Al-Ghadban, Sara  
Postdoc Fellow  
School of Medicine

Albert, Julie  
Assistant Professor  
School of Science and Engineering  
PhD, University Of Delaware

Albrecht, Thomas
Alday Sanz, Ignacio N
Dean
School of Architecture
MARCH

Ali, Gholam H
Assistant Professor
School of Medicine
MD

Allain, Elizabeth
Postdoc Fellow
School of Medicine

Allison, Mead A
Professor
School of Science and Engineering
PhD, Suny At Stony Brook

Alm, James R
Professor
School of Liberal Arts
PhD, University Of Wisconsin-Madison

Alper, Arnold Brent Jr.
Associate Professor
School of Medicine
MD, Tulane University

Alvarez, Julie Anne
Senior Professor of Practice
School of Science and Engineering
PhD, Emory University

Alvarez-Hernandez, Javier
Research Associate Professor
Primate Center
PhD, University Of Glasgow - Scotland

Ambikaipaker, Mohan
Associate Professor
School of Liberal Arts
PhD, University Of Texas-Austin

Amdeberhan, Tewodros
Senior Professor of Practice
School of Science and Engineering
PhD, Temple University

Amenta, Peter Sebastian
Assistant Professor
School of Medicine
MD, Thomas Jefferson University - College Of

Amer, Reda Mohammed
Professor of Practice
School of Science and Engineering
PhD, Saint Louis University

Anagnost, Adrian

Anbalagan, Muralidharan
Assistant Professor
School of Medicine
PhD, University Of Madras, India

Anderson, Amanda H
Associate Professor
School of Public Health
PhD, Tulane University

Anderson, Margot Harris
Assistant Professor
School of Medicine
MD, University Of Connecticut - School Of Me

Anderson, Ronald C
Associate Professor
School of Science and Engineering
PhD, Tulane University

Andersson, Hans C
Professor
School of Medicine
MD, Tulane University

Andrew, Kiana A
Assistant Professor
School of Medicine
MD, Univ Of Illinois @ Urbana-Champaign

Andrews, David D
Postdoc Fellow
Office of Research

Andrinopoulos, Katherine M
Associate Professor
School of Public Health
PhD, Johns Hopkins Univ Sch Of Medicine

Angiewicz, Philip A
Associate Professor
School of Public Health
PhD, University Of Pennsylvania

Annaiah, Cariappa
Research Assistant Professor
Primate Center
MD, University Of Madras, India

Anwar, Asif H
Associate Professor
School of Medicine
MD, University Of Geneva - Switzerland

Aponte Rivera, Vivianne Ruth
Clinical Assistant Professor
School of Medicine
MD, University Of Puerto Rico - Medical Scie

Appleby, Jacob T
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>School/Program</th>
<th>Degree/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artecona, Jose F</td>
<td>Visiting Assistant Professor</td>
<td>School of Science and Engineering</td>
<td>PhD, University Of Minnesota-Twin Cities</td>
</tr>
<tr>
<td>Asfaw, Abraham A</td>
<td>Postdoc Fellow</td>
<td>School of Liberal Arts</td>
<td></td>
</tr>
<tr>
<td>Ashton, Ruth</td>
<td>Research Assistant Professor</td>
<td>School of Public Health</td>
<td>PhD, London School Of Hygiene &amp; Tropical Medicine, United Kingdom</td>
</tr>
<tr>
<td>Aslam, Rizwan</td>
<td>Assistant Professor</td>
<td>School of Medicine</td>
<td>DO, Lake Erie Coll Of Osteopathic Med</td>
</tr>
<tr>
<td>Atencio, Rebecca</td>
<td>Associate Professor</td>
<td>School of Liberal Arts</td>
<td>PhD, University Of Wisconsin-Madison</td>
</tr>
<tr>
<td>Atkinson, Evan M</td>
<td>Assistant Professor</td>
<td>School of Medicine</td>
<td>PhD, Louisiana State Univ &amp; A&amp;M Colg</td>
</tr>
<tr>
<td>Atkinson, Thomas</td>
<td>Assistant Professor</td>
<td>School of Medicine</td>
<td>MD, University Of Arkansas For Medical Scien</td>
</tr>
<tr>
<td>Avelar, Idelber</td>
<td>Professor</td>
<td>School of Liberal Arts</td>
<td>PhD, Duke University</td>
</tr>
<tr>
<td>Aw, Tiong Gim</td>
<td>Assistant Professor</td>
<td>School of Public Health</td>
<td>PhD</td>
</tr>
<tr>
<td>Aydin, Yucel</td>
<td>Instructor</td>
<td>School of Medicine</td>
<td>PhD</td>
</tr>
<tr>
<td>Aye, Pyone P</td>
<td>Associate Professor</td>
<td>Primate Center</td>
<td>PhD, Ohio State University-All Campuses</td>
</tr>
<tr>
<td>Aysenne, Aimee</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asfaw, Abraham A</td>
<td>Visiting Assistant Professor</td>
<td>School of Science and Engineering</td>
<td>PhD, University Of Puerto Rico - Rio Piedras</td>
</tr>
<tr>
<td>Azar, Susan</td>
<td>Assistant Professor</td>
<td>School of Medicine</td>
<td>MD, Tulane University</td>
</tr>
<tr>
<td>Azar, Susan</td>
<td>Assistant Professor</td>
<td>School of Medicine</td>
<td>MD, Louisiana State Univ &amp; A&amp;M Colg</td>
</tr>
<tr>
<td>Baab, Anthony Donald</td>
<td>Professor of Practice</td>
<td>School of Liberal Arts</td>
<td>MFA, Cornell University</td>
</tr>
<tr>
<td>Babich, Adam</td>
<td>Professor</td>
<td>School of Law</td>
<td>JD, Yale University</td>
</tr>
<tr>
<td>Baghian, Ali</td>
<td>Assistant Professor</td>
<td>School of Medicine</td>
<td>MD, Louisiana State Univ &amp; A&amp;M Colg</td>
</tr>
<tr>
<td>Bailes, Melissa</td>
<td>Associate Professor</td>
<td>School of Liberal Arts</td>
<td>PhD, Univ Of Illinois @ Urbana-Champaign</td>
</tr>
<tr>
<td>Bailey, Benjamin</td>
<td>Assistant Professor</td>
<td>School of Medicine</td>
<td>MD, University Of Kentucky</td>
</tr>
<tr>
<td>Bailey, Letia O</td>
<td>Assistant Professor</td>
<td>School of Medicine</td>
<td>MSW, Tulane University</td>
</tr>
<tr>
<td>Bailey, Olivia B</td>
<td>Assistant Professor</td>
<td>School of Liberal Arts</td>
<td>PhD, Harvard Univ Grad Sch Ed</td>
</tr>
<tr>
<td>Baker, Courtney Noette</td>
<td>Associate Professor</td>
<td>School of Science and Engineering</td>
<td>PhD, Univ Of Massachusetts-Amherst</td>
</tr>
<tr>
<td>Baker, Kate C</td>
<td>Research Professor</td>
<td>Primate Center</td>
<td>PhD, University Of Michigan - Ann Arbor</td>
</tr>
<tr>
<td>Balart, Luis A</td>
<td>Professor</td>
<td>School of Medicine</td>
<td>MD, Louisiana State Univ &amp; A&amp;M Colg</td>
</tr>
<tr>
<td>Baldwin, Kathryn A</td>
<td>Professor</td>
<td>School of Liberal Arts</td>
<td></td>
</tr>
</tbody>
</table>
PhD, Yale University
Balee, William L
Professor
School of Liberal Arts
PhD, Columbia University

Balides, Constance Joan
Associate Professor
School of Liberal Arts
PhD, University Of Wisconsin-Milwaukee

Banerjee, Soumya D
Visiting Assistant Professor
School of Science and Engineering
PhD, Yale University

Bankston, Carl L
Professor
School of Liberal Arts
PhD, Louisiana State Univ & A&M Colg

Barata, Pedro M
Assistant Professor
School of Medicine
MD

Barbieri, Stefano
Associate Professor
School of Liberal Arts
PhD, University Of Pennsylvania

Barrios, Antonio
Clinical Assistant Professor
School of Medicine
MD

Barrios, Matthew (Matt)
Professor of Practice
School of Science and Engineering
PhD, Florida State University

Barron, Errol
Professor
School of Architecture
MARCH, Yale University

Bart, Henry L Jr.
Professor
School of Science and Engineering
PhD, University Of Oklahoma

Bartram, Robin
Assistant Professor
School of Liberal Arts
PhD, Northwestern Univ

Bateman, Kristin M
Assistant Professor
School of Medicine
MD, Thomas Jefferson University - College Of

Batuman, Vecihi
Professor
School of Medicine
MD

Baudy, Adrian Joseph IV
Assistant Professor
School of Medicine
MD, Wright State University

Baumgarten, Mara
Professor of Practice
School of Business
MBA, Northwestern Univ

Baus, Stephanie A
Clinical Assistant Professor
School of Social Work
PhD, Tulane University

Bayer, Carolyn
Assistant Professor
School of Science and Engineering
PhD, University Of Texas-Austin

Bazzano, Alessandra
Associate Professor
School of Public Health
PhD, London School Of Hygiene & Tropical Medicine, United Kingdom

Bazzano, Lydia A
Associate Professor
School of Public Health
PhD, Tulane University

Beasley, Candice Carrie
Administrative Assistant Professor
School of Social Work
MSW, University Of Oklahoma

Beech, Scott Legrant
Associate Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Begalieva, Maya
Clinical Associate Professor
School of Public Health
PhD, Kyrgyz State Medical Institute, Kyrgyzstan

Beller, Thomas
Associate Professor
School of Liberal Arts
MFA, Columbia University

Belyaeva, Elizaveta
Assistant Professor
School of Medicine
MD

Bennett, James T
Professor
School of Medicine
MD, Tulane University

Berhards, Scott D
Associate Professor
School of Architecture
MARCH, Rice University

Bertrand, Jane
Professor
School of Public Health
PhD, University Of Chicago

Bertrand, William E
Professor
School of Public Health
PhD, Tulane University

Bhan, Hyung Sup
Assistant Professor
School of Business
PhD, Northwestern Univ

Bhatnagar, Deepa
Assistant Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Bhattarai, Nimisha
Postdoc Fellow
School of Medicine

Bidima, Jean G
Professor
School of Liberal Arts
PhD, University Of Paris, France

Billings, Charles R
Assistant Professor
School of Medicine
MD, University Of Arkansas For Medical Scien

Birdwell, Robert Z
Visiting Assistant Professor
School of Liberal Arts
PhD, Penn State University

Bisset, Amanda M
Instructor
School of Medicine
MD, Saba University School Of Medicine - Saba

Bitoun, Jacob Philip
Assistant Professor
School of Medicine
PhD, Louisiana State Univ & A&M Colg

Black, Katelyn Laine
Professor of Practice
School of Science and Engineering
PhD, Tulane University

Blacksher Ranier, Mary Lucia
Professor of Practice
School of Law
JD, Loyola University New Orleans

Blady, Shannon

Professor of Practice
School of Professional Advancement
PhD, University Of Texas-San Antonio

Blair, Robert Vaughn
Assistant Professor
Primate Center
DVM, Louisiana State Univ & A&M Colg

Blake, Diane A
Professor
School of Medicine
PhD, Univ Of Illinois @ Urbana-Champaign

Blakey, Joan M
Associate Professor
School of Social Work
PhD, University Of Chicago

Blanchard, James Lee
Professor
Primate Center
DVM, Louisiana State Univ & A&M Colg

Blask, David E
Professor
School of Medicine
PhD, University Of Texas-Austin

Blue, Mary I
Senior Professor of Practice
School of Liberal Arts
PhD, Louisiana State Univ & A&M Colg

Blythe, Barbara A
Visiting Assistant Professor
School of Liberal Arts
PhD, Brown University

Bock, Jeremy W
Associate Professor
School of Law
JD, University Of California, Berkeley

Boehm, Ryan A
Associate Professor
School of Liberal Arts
PhD, University Of California, Berkeley

Bogdan, Radu J
Professor
School of Liberal Arts
PhD, Stanford University

Boh, Erin
Professor
School of Medicine
MD, Tulane University

Bohm, Rudolf P Jr. (Skip)
Professor
Primate Center
DVM, Louisiana State Univ & A&M Colg
Brown, Jonathon Quincy
Associate Professor
School of Science and Engineering
PhD, Louisiana Tech University

Brown, Theresa C
Associate Professor
School of Medicine
PhD, University Of Alabama At Birmingham

Brox, Brian J
Associate Professor
School of Liberal Arts
PhD, University Of Texas-Austin

Brumbaugh, Michael E.
Assistant Professor
School of Liberal Arts
PhD, University Of California (Ucla)

Brumfield, William
Professor
School of Liberal Arts
PhD, University Of California, Berkeley

Bruno, Myrlene
Professor of Practice
School of Liberal Arts
PhD, Univ Of Louisiana At Lafayette

Burnette, Catherine E
Assistant Professor
School of Social Work
PhD, University Of Iowa

Burns, Ashley Brown
Assistant Professor
School of Liberal Arts
PhD, Duke University

Burns, Patricia Mary
Professor of Practice
School of Liberal Arts
PhD, University Of Texas-Austin

Burnston, Daniel Charles
Assistant Professor
School of Liberal Arts
PhD, University Of California-San Diego

Burow, Matthew E
Associate Professor
School of Medicine
PhD, Tulane University

Busija, David W
Professor
School of Medicine
PhD, University Of Kansas

Busschaert, Nathalie
Assistant Professor
School of Science and Engineering
PhD, University Of Southampton - England
Buttell, Frederick P
Professor
School of Social Work
PhD, University Of Alabama

Button, Patrick James Harold
Assistant Professor
School of Liberal Arts
PhD, University Of California-Irvine

Byers, Larry D
Professor
School of Science and Engineering
PhD, Princeton University

Byram, Robert Keith
Instructor
School of Medicine
MSN, Mississippi Univ For Women

Byrne, Rebekah
Assistant Professor
School of Medicine
MD, Tulane University

Caballero, Isabel C
Senior Professor of Practice
School of Liberal Arts
PhD, University Of N C-Chapel Hill

Caglar, Musa
Visiting Assistant Professor
School of Business
PhD

Caire, Ashley
Instructor
School of Medicine
MSN, University Of South Alabama

Calderon, Elizabeth L
Clinical Instructor
School of Law
JD, Tulane University

Caldwell, Delmar R
Professor
School of Medicine
MD, University Of Oklahoma-Hlth Sci Ctr

Callison, Kevin
Assistant Professor
School of Public Health
PhD, Univ Of Illinois At Chicago

Campanella, Richard
Senior Professor of Practice
School of Architecture
MS, Louisiana State Univ & A&M Colg

Campbell, Trisha N
Professor of Practice

Can, Mahir Bilen
Associate Professor
School of Science and Engineering
PhD, University Of Pennsylvania

Cannon, Michaela Lynn
Senior Professor of Practice
School of Liberal Arts
MFA, University Of Utah

Canuto, Marcello A
Professor
School of Liberal Arts
PhD, University Of Pennsylvania

Cao, Subing
Postdoc Fellow
School of Medicine

Cardin, Derrick L
Postdoc Fellow
School of Medicine

Caridi, James
Clinical Professor
School of Medicine
MD, University Of Florida

Carlson, John C
Associate Professor
School of Medicine
PhD, Tulane University

Carrere, Anne Jacob
Assistant Professor
School of Medicine
PhD, Tulane University

Carroll, Kenneth Andrew
Lecturer
School of Business
MBA, Tulane University

Cartwright, Kevin Douglas
Assistant Professor
School of Medicine
MD, Eastern Virginia Medical School

Cashman, Catherine C
Assistant Professor
School of Medicine
DO, Nova Southeastern University

Cassidy, Mark McCreary
Professor
School of Medicine
MD, Tulane University

Castro, Araceli
Associate Professor
School of Public Health
PhD, University Of Barcelona, Spain

Celic, Ivana
Research Assistant Professor
School of Medicine
PhD, Johns Hopkins Univ Sch Of Medicine

Chaffee, Amy E
Assistant Professor
School of Liberal Arts
MFA, University Of San Diego

Chaffin, Abigail E
Associate Professor
School of Medicine
MD, Wayne State University

Chakraborti, Chayan
Associate Professor
School of Medicine
MD, Tulane University

Chambers-Ju, Christopher
Postdoc Fellow
Stone Center for Latin American Studies

Chandra, Sruti
Postdoc Fellow
School of Medicine

Chaparro Lanfranco, Maria Pia
Assistant Professor
School of Public Health
PhD, University Of California (Ucla)

Charles, John D
Associate Professor
School of Liberal Arts
PhD, Yale University

Chatterjee, Ayan
Postdoc Fellow
Primate Center

Chaturvedi, Tuhin
Assistant Professor
School of Business
PhD, University Of Pittsburgh

Chavez-Arguelles, Claudia
Assistant Professor
School of Liberal Arts
PhD, University Of Texas-Austin

Chen, Chung-Shuian
Lecturer
School of Public Health
MS, Mississippi State University

Chen, Jing
Professor
School of Medicine
MD

Chen, Tianjian
Associate Professor
School of Medicine
PhD, University Of California-Riverside

Chen, Wei
Research Professor
School of Public Health
PhD, Peking University, China

Chen, Weina
Postdoc Fellow
School of Medicine

Chen, Xiaojin
Associate Professor
School of Liberal Arts
PhD, Iowa State Univ Science & Technolog

Chen, Yiping
Professor
School of Science and Engineering
PhD, University Of Iowa

Cheng, Fang
Assistant Professor
School of Business
PhD, University Of Toronto - Canada

Cheruiyot, Dorothy J
Professor of Practice
School of Science and Engineering
PhD, Auburn University

Childress, Steven Alan
Professor
School of Law
PhD, University Of California, Berkeley

Chouhy Algorta, Gabriel
Postdoc Fellow
Stone Center for Latin American Studies

Chrisey, Douglas Brian
Professor
School of Science and Engineering
PhD, University Of Virginia - Sfs

Cicale, Coleen N
Administrative Assistant Professor
School of Social Work
PhD, Univ Of Central Florida

Cikic, Sinisa
Postdoc Fellow
School of Medicine

Clark, Chelsi
Postdoc Fellow
School of Medicine

Clark, Emily Jane
Professor
School of Liberal Arts
PhD, Tulane University
Clark, Mary A
Associate Professor
School of Liberal Arts
PhD, University Of Wisconsin-Madison

Clark, Sara M
Professor of Practice
School of Science and Engineering
PhD, Tulane University

Clarke, John
Professor of Practice
School of Business
PhD, University Of Leeds - England

Clarkson, Craig W
Professor
School of Medicine
PhD, Northwestern Univ

Clay, Keith A
Professor
School of Science and Engineering
PhD, Duke Univ - Grad Sch Arts & Science

Cleary, Krystal L
Professor of Practice
School of Liberal Arts
PhD, Indiana University-Bloomington

Cleveland, Eva N (Nina)
Professor of Practice
School of Professional Advancement
PhD, University Of Georgia

Clisham, P R
Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Clum, Gretchen A
Associate Professor
School of Public Health
PhD, University Of Georgia

Cohen, Michael R
Professor
School of Liberal Arts
PhD, Brandeis University

Cole, Teresa
Professor
School of Liberal Arts
MFA, Cranbrook Academy Of Art

Colella, Adrienne J
Professor
School of Business
PhD, Ohio State University-All Campuses

Collier, Aaron Richard
Assistant Professor
School of Liberal Arts

School of Liberal Arts
MFA, Tulane University

Collins, LaPorchia
Professor of Practice
School of Liberal Arts
PhD, Ohio State University-All Campuses

Collins-Burow, Bridgette M
Associate Professor
School of Medicine
MD, Tulane University

Colombo, Paul Joseph
Associate Professor
School of Science and Engineering
PhD, University Of California, Berkeley

Concha, Monica
Postdoc Fellow
School of Medicine

Connor, Robert Thomas
Administrative Assistant Professor
Newcomb-Tulane College
PhD, Louisiana State Univ & A&M Colg

Corey, David M
Senior Professor of Practice
School of Science and Engineering
PhD, Tulane University

Cormier, Allison
Assistant Professor
School of Medicine
MD, Louisiana State Univ-Shreveport

Cornu, Olivia L
Instructor
School of Medicine
DNP

Cortez, Ricardo
Professor
School of Science and Engineering
PhD, University Of California, Berkeley

Cossich, Sarah J
Instructor
School of Medicine
MD, Tulane University

Courseault, Jacques
Assistant Professor
School of Medicine
MD, Tulane University

Cox, Katherine Stammen
Assistant Professor
School of Medicine
MD, Louisiana State Univ-Shreveport

Crabtree, Elizabeth
Associate Professor
Craiciun, Mariana  
Assistant Professor  
School of Liberal Arts  
PhD, University Of Michigan - Ann Arbor

Craft, Lisa Dawn  
Instructor  
School of Medicine  
MSN, University Of Southern Mississippi

Cramsey, Sarah  
Professor of Practice  
School of Liberal Arts  
PhD, University Of California, Berkeley

Crawford, Byron E II  
Professor  
School of Medicine  
MD, Louisiana State Univ & A&M Colg

Crivelly, Kea Spencer  
Instructor  
School of Medicine  
MS, Bastyr University

Cronin, James Lawrence  
Senior Professor of Practice  
School of Science and Engineering  
PhD, Tulane University

Cropley, Lorelei Beleta  
Clinical Associate Professor  
School of Public Health  
PhD, Tulane University

Crosby, Michael Kent  
Associate Professor  
School of Architecture  
MARCH, University Of California (Ucla)

Crosson, Adam Z  
Assistant Professor  
School of Liberal Arts  
MFA, University Of Texas-Austin

Cruz, Felipe Fernandes  
Assistant Professor  
School of Liberal Arts  
PhD, University Of Texas-Austin

Cummings, Terry L  
Clinical Associate Professor  
School of Medicine  
MD, Tulane University

Cunningham, Amy C  
Clinical Instructor  
School of Medicine  
MS, Louisiana State Univ & A&M Colg

Cunningham, Michael  
Professor  
School of Science and Engineering  
PhD, Emory University

Cupsa, Maria  
Associate Professor  
School of Liberal Arts  
PhD

Cyriac, Mathew  
Assistant Professor  
School of Medicine  
MD, Albany Medical College

Czarny-Ratajczak, Malwina  
Research Assistant Professor  
School of Medicine  
PhD

Dabon, Anita J  
Instructor  
School of Medicine  
MSN, Louisiana State Univ & A&M Colg

Dai, Guixiang  
Research Instructor  
School of Medicine  
PhD, Texas A&M University - Health Science Ce

Dajko, Nathalie Genevieve  
Assistant Professor  
School of Liberal Arts  
PhD, Tulane University

Dallapiazza, Robert F  
Assistant Professor  
School of Medicine  
MD, University Of Iowa

Dancisak, Michael Joseph  
Senior Professor of Practice  
School of Science and Engineering  
PhD, University Of Minnesota-Twin Cities

Dancy, Geoffrey T  
Assistant Professor  
School of Liberal Arts  
PhD, University Of Minnesota-Twin Cities

Dangler, C. Jean  
Professor  
School of Liberal Arts  
PhD, Emory University

Daniel, Clare Marie  
Administrative Assistant Professor  
Newcomb College Institute  
PhD, The University Of New Mexico

Daniel, Jill  
Professor  
School of Science and Engineering
Daniele, Elena
Professor of Practice
School of Liberal Arts
PhD, Brown University

Daniels, Bertha H
Assistant Professor
School of Medicine
MD, University Of Kansas

Danso, Elvis K
Postdoc Fellow
School of Science and Engineering

Darden, Sara Mullinax
Instructor
School of Medicine
MS, Emory University

Daroca, Philip J
Associate Professor
School of Medicine
MD, Tulane University

Dash, Srikanta
Professor
School of Medicine
PhD

Dass, B. Sampson V
Research Assistant Professor
School of Medicine
PhD

Dauchy, Robert T
Instructor
School of Medicine
MS, Tulane University

Davies, Martin J
Professor
School of Law
LLM, Harvard Law School

Davila, Roxanne
Professor of Practice
School of Liberal Arts
PhD, Yale University

Davis, Kathleen E
Associate Professor
School of Liberal Arts
PhD, University Of California, Berkeley

Davis, Scott
Professor
School of Medicine
MD, University Of Kansas

Dawers, Nancye H
Associate Professor
School of Science and Engineering

Dayal, Subah
Assistant Professor
School of Liberal Arts
PhD, University Of California (Ucla)

De Franco, Gaetano (Gus)
Professor
School of Business
PhD, University Of Pennsylvania

De Lanzac, Kraig S
Assistant Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

De Lima, Diogo
Senior Professor of Practice
School of Liberal Arts
MFA, Conservatory Maestro Juliano, Brazil

DeBord, Jessica M
Assistant Professor
School of Medicine
MD, Tulane University

Deck, Robert E
Assistant Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Deininger, Prescott L
Professor
School of Public Health
PhD, University Of California-Davis

Deland, Sarah Marie
Assistant Professor
School of Medicine
MD, University Of Louisville

Demare, Brian James
Associate Professor
School of Liberal Arts
PhD, University Of California (Ucla)

Demosthenidy, Mollye M
Clinical Associate Professor
School of Public Health
JD, Tulane University

Deng, Hong-Wen
Professor
School of Public Health
PhD, University Of Oregon

Denham, Alison Edwina
Associate Professor
School of Liberal Arts
PhD, Oxford Graduate School

Denisi, Angelo S
Professor
Dennar, Princess E  
Assistant Professor  
School of Medicine  
MD, Drexel University

Dennard, Edwin W  
Assistant Professor  
School of Medicine  
MD, Louisiana State Univ & A&M Colg

Denson, Joshua L  
Assistant Professor  
School of Medicine  
MD, Tulane University

DePauw, William David  
Senior Professor of Practice  
School of Liberal Arts  
MFA, Tulane University

DePriest, John  
Staff Instructor  
Newcomb-Tulane College  
PhD

Derbenev, Andrei Viltorovich  
Associate Professor  
School of Medicine  
PhD

Dersam, Gabriel Leese  
Assistant Professor  
School of Medicine  
MD, University Of Arizona

Desmarais, Marianne  
Professor of Practice  
School of Architecture  
MARCH, Cranbrook Academy Of Art

Desmoulins, Lucie  
Postdoc Fellow  
School of Medicine

Detrinis, Robert  
Assistant Professor  
School of Medicine  
MD, University Of Texas-Austin

Dhand, Monica  
Clinical Assistant Professor  
School of Medicine  
MD, Temple University

Di, Shi  
Research Assistant Professor  
School of Science and Engineering  
MD, University Of California (Ucla)

Diana, Mark Leonard  
Associate Professor

DiBenedetto, Robert N  
Assistant Professor  
School of Medicine  
MD, Tulane University

DiCamillo, Paul  
Instructor  
School of Medicine  
MD

Didier, Gustavo  
Associate Professor  
School of Science and Engineering  
PhD, University Of N C-Chapel Hill

Didier, Peter J  
Professor  
Primate Center  
PhD, Univ Of Illinois @ Urbana-Champaign

Dimitrov, Martin Kostadinov  
Associate Professor  
School of Liberal Arts  
PhD, Stanford University

Dinerstein, Joel Norman  
Professor  
School of Liberal Arts  
PhD, University Of Texas-Austin

Ding, Meisong  
Associate Professor  
School of Medicine  
PhD, University Of Abertay Dundee - Scotland

Dise, Theresa Lynn  
Associate Professor  
School of Medicine  
MD, University Of Texas-Austin

Do, Mai P  
Associate Professor  
School of Public Health  
PhD, Johns Hopkins Bloomberg Sch Of Ph

Dobek, Georgina Lynn  
Clinical Assistant Professor  
Office of Research  
DVM

Dohanich, Gary Peter  
Professor  
School of Science and Engineering  
PhD, Michigan State University

Dola, Phuong Chi  
Associate Professor  
School of Medicine  
MD, Tulane University

Dombalagian, Onnig H
Professor
School of Law
JD, Harvard Law School

Donahue, James P
Associate Professor
School of Science and Engineering
PhD, Harvard Univ Grad S Of Arts & Scien

Donald, Chancellor E
Assistant Professor
School of Medicine
MD, University Of Miami

Donelon, Erin Ann
Senior Professor of Practice
School of Law
JD, Loyola University New Orleans

Dong, Yan
Professor
School of Medicine
PhD, Suny At Buffalo

Doose, Molly Michelle
Instructor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Dorans, Kirsten S
Assistant Professor
School of Public Health
SCD, Harvard Univ Grad Sch Ed

Dornier, Lelaine
Professor of Practice
School of Professional Advancement
PhD, Auburn University

Dorofeikova, Mariia
Postdoc Fellow
School of Science and Engineering

Dotson, Robert Steven
Senior Professor of Practice
School of Science and Engineering
PhD, Tulane University

Doukas, David J
Professor
School of Medicine
MD, Georgetown Univ, Sch Of Medicine

Doyle-Meyers, Lara A
Associate Professor
Primate Center
DVM

Drew, Parker
Visiting Lecturer
School of Business
MBA, New York University

Droney-Trooper, Trey Lee

Visiting Assistant Professor
School of Liberal Arts
PhD, University Of Oklahoma

Drouin, Arnaud
Assistant Professor
School of Medicine
MD

Drury, Stacy S
Associate Professor
School of Medicine
PhD, Louisiana State Univ & A&M Colg

Du, Shanshan
Associate Professor
School of Liberal Arts
PhD, Univ Of Illinois @ Urbana-Champaign

Du, Yan
Postdoc Fellow
School of Public Health

Duchesne, Juan C
Professor
School of Medicine
MD, Ponce School Of Medicine And Health Scie

DuCoin, Christopher Garnet
Assistant Professor
School of Medicine
MD, St. George'S School Of Medicine, West Indies, Grenada

Dufour, Jason P
Associate Professor
Primate Center
DVM, Louisiana State Univ & A&M Colg

Duggan, James E
Associate Professor
School of Law
JD, University Of Mississippi

Duitch, Suri
Dean
School of Professional Advancement

Dulaney, Edward M
Assistant Professor
School of Liberal Arts
PhD, Brandeis University

Dumont, Aaron Sean
Professor
School of Medicine
MD, University At Calgary - Canada

Dumonteil, Eric Olivier
Associate Professor
School of Public Health
PhD, University Of N C-Chapel Hill

Dunbar, Alston Elmo
Assistant Professor
School of Medicine
MD, Wake Forest Univ - Sch Of Medicine

Dunn, Casey R
Assistant Professor
School of Medicine
MD, Tulane University

Dunn, Christopher J
Professor
School of Liberal Arts
PhD, Brown University

Dupre, Maurice J
Associate Professor
School of Science and Engineering
PhD, University Of Pennsylvania

Duthu, Stacie
Instructor
School of Medicine
MSN, Southeastern University

Dvorak, Christopher T
Instructor
School of Medicine
MD, Northwestern Univ

E
Earls, Laurie R
Assistant Professor
School of Science and Engineering
PhD, Vanderbilt University

Ebinger, Cynthia J
Professor
School of Science and Engineering
PhD, Massachusetts Inst Of Technology

Ebrahim, Sherif A
Professor of Practice
School of Business
MHA, Tulane University

Edwards, Arthur M
Instructor
School of Law
JD, Duke Univ - School Of Law

Edwards, Brian T
Dean
School of Liberal Arts
PhD, Yale University

Edwards, John H
Associate Professor
School of Liberal Arts
PhD, University Of Maryland, College Park

Edwards, Maura Kathryn Elizabeth
Assistant Professor
School of Liberal Arts

E
Egan, Patrick J.W.
Associate Professor
School of Liberal Arts
MFA, University Of N C-Chapel Hill

Ehrlich, Melanie
Professor
School of Medicine
PhD, Suny At Stony Brook

Eisele, Thomas
Professor
School of Public Health
PhD, Tulane University

El-Dahr, Jane M
Professor
School of Medicine
MD, Thomas Jefferson University - Jefferson

El-Dahr, Samir S
Professor
School of Medicine
MD

Ellis, Michael S
Clinical Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Eloueini, Ammar
Professor
School of Architecture
Master's Degree, Columbia University

Emerenini, Uzodinma C
Assistant Professor
School of Medicine
MD, University Of Rochester

Emmerson, Allison Lucille
Assistant Professor
School of Liberal Arts
PhD, University Of Cincinnati

Engel, Astrid M
Associate Professor
School of Public Health
PhD, Louisiana State Univ & A&M Colg

Erickson, AnnieLaurie
Assistant Professor
School of Liberal Arts
MFA, School Of Art Institute Of Chicago

Escarra, Matthew D
Assistant Professor
School of Science and Engineering
PhD, Princeton University

Escher, Alice Pascal
Associate Professor
School of Liberal Arts  
MFA, Temple University

Evers, Patrice B  
Assistant Professor  
School of Medicine  
MD, University Of Wisconsin-Madison

Ezell, Mary B  
Assistant Professor  
School of Medicine  
MD, Louisiana State Univ & A&M Colg

Fedtke, Joerg Michael  
Professor  
School of Law  
PhD

Fee, C. Edward IV  
Professor  
School of Business  
PhD, Florida State University

Feibelman, Adam  
Professor  
School of Law  
JD, Yale University

Feldman, Gabriel A  
Associate Professor  
School of Law  
JD, Duke Univ - School Of Law

Feng, Qingxiang  
Postdoc Fellow  
School of Science and Engineering

Feoli, Ludovico  
Research Professor  
Stone Center for Latin American Studies  
PhD, Tulane University

Ferdinand, Keith Copelin  
Clinical Professor  
School of Medicine  
MD, Howard University

Ferreira, Regardt J  
Assistant Professor  
School of Social Work  
PhD, University Of Louisville

Ferris, Kathleen G  
Assistant Professor  
School of Science and Engineering  
PhD, Duke Univ - Grad Sch Arts & Science

Fettweis, Christopher J  
Associate Professor  
School of Liberal Arts  
PhD, University Of Maryland, College Park

Figley, Charles R  
Professor  
School of Social Work  
PhD, Penn State University

Finelli, Julianna M  
Postdoc Fellow  
School of Medicine

Finger, Julie Laurence  
Assistant Professor  
School of Medicine  
MD, University Of Texas-Austin

Fink, Mark J

Fader, Sean  
Professor of Practice  
School of Liberal Arts  
MFA, School Of Art Institute Of Chicago

Fadok, Jonathan  
Assistant Professor  
School of Science and Engineering  
PhD, University Of Washington

Falaky, Faycal  
Associate Professor  
School of Liberal Arts  
PhD, New York University

Falcon, Corey  
Assistant Professor  
School of Medicine  
MD, Louisiana State Univ & A&M Colg

Falk, Nadja  
Assistant Professor  
School of Medicine  
MD, University Of Texas-Austin

Fang, Xing  
Visiting Assistant Professor  
School of Business  
PhD, Purdue University

Farooq, Shama  
Clinical Instructor  
School of Law  
JD, Tulane University

Farrer, Emily C  
Assistant Professor  
School of Science and Engineering  
PhD, University Of Michigan - Ann Arbor

Fauci, Lisa J  
Professor  
School of Science and Engineering  
PhD, New York University

Faulkner, Folasade Marvel  
Postdoc Fellow  
School of Science and Engineering
Professor
School of Science and Engineering
PhD, University Of Wisconsin-Madison

Fish, Abigail
Postdoc Fellow
Primate Center

Fitts, Michael Andrew
President
University Administration
JD, Yale University

Fitzmorris, Terrence
Professor of Practice
School of Professional Advancement
PhD, Louisiana State Univ & A&M Colg

Flemington, Erik K
Professor
School of Medicine
PhD, Louisiana State Univ & A&M Colg

Flowers, George C
Associate Professor
School of Science and Engineering
PhD, University Of California, Berkeley

Foa, Michelle A
Associate Professor
School of Liberal Arts
PhD, Princeton University

Fogel-Yaari, Hila
Assistant Professor
School of Business
PhD, University Of Toronto - Canada

Foldes, Peter J
Associate Professor
School of Medicine
MD, Drexel University

Fonseca, Vivian A
Professor
School of Medicine
MD

Force, Robert
Professor
School of Law
LLM, New York University

Foreman, John Sanders III
Lecturer
School of Business
MBA, Louisiana State Univ & A&M Colg

Forman, Robin
Senior Vice President
University Administration
PhD, Harvard Univ Grad S Of Arts & Scien

Foster, Kimberly L

Dean
School of Science and Engineering
PhD, Cornell University

Fotino, Alina Domenica
Assistant Professor
School of Medicine
MD, Albert Einstein Med Ctr Dept Dntl

Foust, Karen M
Senior Professor of Practice
School of Business
PhD, Tulane University

Fox, Peter H
Visiting Assistant Professor
School of Liberal Arts
PhD, Princeton University

Francavilla, Thomas
Assistant Professor
School of Medicine
MD, Tufts Univ School Of Medicine

Francois, Samantha
Assistant Professor
School of Social Work
PhD, Tulane University

Franklin, David Scott
Professor of Practice
School of Medicine
PhD, Louisiana State Univ & A&M Colg

Frantz, Jessica S
Postdoc Fellow
School of Medicine

Frasch, Elmer Thomas III
Lecturer
School of Medicine
BA

Frael, Thomas Dooley
Associate Professor
School of Liberal Arts
PhD, University Of California (Ucla)

Freberg, John
Assistant Professor
School of Medicine
MD, Tulane University

Freire Mondaini, Cecilia
Postdoc Fellow
School of Science and Engineering

Frey, Wesley D
Postdoc Fellow
School of Medicine

Freytag, Lucia C
Research Associate Professor
School of Medicine
Gassen, Gavin  
Assistant Professor  
School of Medicine  
MD, Tulane University

Gaver, Donald P III  
Professor  
School of Science and Engineering  
PhD, Northwestern Univ

Ge, Dongxia  
Postdoc Fellow  
School of Medicine

Geddes, Leslie Ann  
Assistant Professor  
School of Liberal Arts  
PhD, Princeton University

Genesio, Kimberly C  
Assistant Professor  
School of Medicine  
MD, Tulane University

Geng, Xianjun  
Professor  
School of Business  
PhD, University Of Texas-Austin

George-Hirons, Amy  
Senior Professor of Practice  
School of Liberal Arts  
PhD, Tulane University

Ghinea, Vlad  
Professor of Practice  
School of Liberal Arts  
MFA, Tulane University

Gibb, Bruce  
Professor  
School of Science and Engineering  
PhD, Robert Gordon University - Scotland

Gibbons, Steven David  
Assistant Professor  
School of Medicine  
MD, Ut Health Center-San Antonio

Gibson, Anne M  
Administrative Assistant Professor  
Newcomb-Tulane College  
PhD, Tulane University

Gibson, Jennifer W  
Assistant Professor  
School of Medicine  
PhD, University Of New Orleans

Gilbert, Margaret H  
Associate Professor  
Primate Center

Gilbertson, Lars George  
Senior Professor of Practice  
School of Science and Engineering  
PhD, University Of Iowa

Gillis, Heather J  
Clinical Assistant Professor  
School of Social Work  
PhD, Tulane University

Gilpin, Robert B  
Associate Professor  
School of Liberal Arts  
PhD, Yale University

Gin, Steven  
Postdoc Teaching Fellow  
School of Liberal Arts  
PhD, University Of Hawaii At Manoa

Giusti-Torres, Sixto G  
Assistant Professor  
School of Medicine  
MD

Gladden, Paul B  
Associate Professor  
School of Medicine  
MD, Columbia University

Glass, Marcia H  
Associate Professor  
School of Medicine  
MD, Georgetown Univ, Sch Of Medicine

Glasser, Ryan Thomas  
Assistant Professor  
School of Science and Engineering  
PhD, Louisiana State Univ & A&M Colg

Glatt-Holtz, Nathan Edward  
Assistant Professor  
School of Science and Engineering  
PhD, University Of Southern California

Glaude, Maurya W  
Assistant Professor  
School of Social Work  
PhD, University Of Houston

Gleason, Mary Margaret  
Associate Professor  
School of Medicine  
MD, Columbia University

Gleckler, Elisabeth A  
Clinical Associate Professor  
School of Public Health  
PhD, Tulane University

Glenn, Eric Matthew  
Assistant Professor
School of Medicine
MD, University Of Georgia

Glenn, Mary E
Postdoc Fellow
School of Liberal Arts

Godbey, W T
Associate Professor
School of Science and Engineering
PhD, Rice University

Godebo, Tewodros R
Assistant Professor
School of Public Health
PhD

Goehring, Brent Marshal
Assistant Professor
School of Science and Engineering
PhD, Columbia University

Goldsmith, Jay P
Professor
School of Medicine
MD, Albert Einstein Med Ctr Dept Dntl

Goldvarg-Abud, Inna
Instructor
School of Medicine
MSN, Frontier Sch Of Midwifery&Family Nu

Gomez, Antonio Daniel
Associate Professor
School of Liberal Arts
PhD, University Of Pittsburgh

Goodenough, Amelia Chisolm
Assistant Professor
School of Medicine
MD, Drexel University

Goodwin, Bruce M
Associate Professor
School of Architecture
MARCH, University Of California (Ucla)

Gordley, James R
Professor
School of Law
JD, Harvard Law School

Gordon, Robert A
Associate Professor
School of Medicine
MD, Tulane University

Gotham, Kevin F
Professor
School of Liberal Arts
PhD, University Of Kansas

Gough, Daniel J
Postdoc Fellow

Stone Center for Latin American Studies

Graber, Jessica
Senior Professor of Practice
School of Science and Engineering
PhD, Tulane University

Grace, Amy Nicole
Assistant Professor
School of Medicine
MPH, University Of Alabama At Birmingham

Gragert, Loren
Assistant Professor
School of Medicine
PhD, University Of Minnesota-Twin Cities

Graham, Michael Edward
Assistant Professor
School of Medicine
MD, La State Univ Health Sciences Ctr

Grant, Brooke
Professor of Practice
School of Professional Advancement
PhD, Suny At Buffalo

Grant, Kelly A
Professor of Practice
Newcomb-Tulane College
MA, University Of New Orleans

Grasperge, Brooke F
Associate Professor
Primate Center
DVM, Louisiana State Univ & A&M Colg

Gray, Sarah
Assistant Professor
School of Science and Engineering
PhD, Univ Of Massachusetts-Boston

Grayson, Scott M
Professor
School of Science and Engineering
PhD, University Of California, Berkeley

Gredil, Oleg
Assistant Professor
School of Business
PhD, University Of N C-Chapel Hill

Griffin, Stephen M
Professor
School of Law
LLM, New York University

Groome, Sanda Beacit
Professor of Practice
School of Business
JD, Louisiana State Univ & A&M Colg

Grossmann, Francoise
Clinical Assistant Professor
School of Public Health
MPH, Tulane University

Guerra, Corey B
Instructor
School of Medicine

Guette, Andre Georges
Assistant Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Gugel, Jonathan M
Clinical Assistant Professor
School of Medicine
MD, Tulane University

Guidry, Benjamin
Clinical Assistant Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Guidry, Chrissy
Assistant Professor
School of Medicine
DO, Des Moines Univ-Osteopathic Med Ctr

Guild, Jane Erwin
Senior Professor of Practice
School of Liberal Arts
MME, University Of Colorado-Boulder

Gunderson, Alexander
Assistant Professor
School of Science and Engineering
PhD, Duke Univ - Grad Sch Arts & Science

Gunshol, Jeffrey
Senior Professor of Practice
School of Liberal Arts
MFA, University Of Utah

Gustat, Jeanette
Clinical Associate Professor
School of Public Health
PhD, Tulane University

Guthrie, Bernadette
Professor of Practice
School of Liberal Arts
PhD, Cornell University

Guyon-Harris, Katherine
Postdoc Fellow
School of Medicine

Guzman, Eduardo
Lecturer
School of Business
PhD, Tulane University

Professor
School of Science and Engineering
PhD, Queen'S University At Kingston - Canada

Haber, Carole Robin
Professor
School of Liberal Arts
PhD, University Of Pennsylvania

Hall, Machelle L
Clinical Instructor
School of Law
JD, Tulane University

Halpern, David
Visiting Research Professor
School of Science and Engineering
PhD, University Of Arizona

Halverson, Nathan
Visiting Assistant Professor
School of Liberal Arts
MFA, Virginia Commonwealth University

Halvorson, Karin
Assistant Professor
School of Medicine
MD, University Of Hawaii At Manoa

Hamblin, Milton
Assistant Professor
School of Medicine
PhD, Meharry Medical College

Hamm, Lotuce Lee (Lee)
Senior Vice President
School of Medicine
MD, University Of Alabama At Birmingham

Hamner, John Blair
Assistant Professor
School of Medicine
MD, Louisiana State Univ-Shreveport

Han, Benjamin
Assistant Professor
School of Liberal Arts
PhD, New York University

Han, Chang
Associate Professor
School of Medicine
PhD

Han, Jeffrey
Assistant Professor
School of Medicine
MD, Johns Hopkins Univ Sch Of Medicine

Han, Manjong
Professor of Practice
School of Science and Engineering
PhD, Sogang University, South Korea

Ha, Tai H
Hancock, Catherine P  
Professor  
School of Law  
SJD, University Of Chicago

Handl, Gunther  
Professor  
School of Law  
JD, Yale University

Hanemann, Cynthia Webre  
Associate Professor  
School of Medicine  
MD, Louisiana State Univ & A&M Colg

Hannan, Rebecca Lynn  
Professor  
School of Business  
PhD, University Of Pittsburgh

Hansel, Tonya C  
Associate Professor  
School of Social Work  
PhD, Tulane University

Hansen, Robert Shields  
Professor  
School of Business  
PhD, University Of Florida

Harl, Kenneth W  
Professor  
School of Liberal Arts  
PhD, Yale University

Harlan, Timothy Shannon  
Associate Professor  
School of Medicine  
MD, Emory University

Harris, Charles T  
Associate Professor  
School of Medicine  
MD, George Washington Univ Sch Med

Harris, Douglas Norman  
Professor  
School of Liberal Arts  
PhD, Michigan State University

Harris, Ronna S  
Associate Professor  
School of Liberal Arts  
MFA, University Of California-Santa Barb

Harrison, Laura M  
Research Assistant Professor  
School of Science and Engineering  
PhD, Tulane University

Harville, Emily  
Associate Professor  
School of Public Health

He, Fenglei  
Assistant Professor  
School of Science and Engineering  
PhD, Tulane University

He, Hua  
Associate Professor  
School of Public Health  
MD, University Of Rochester

He, Jiang  
Professor  
School of Public Health  
MD, Johns Hopkins Univ Sch Of Medicine

He, Shuoyuan  
Visiting Assistant Professor  
School of Business  
PhD, Univ Of Illinois @ Urbana-Champaign

Healey, John Joseph  
Assistant Professor  
School of Business  
PhD, University Of Maryland, College Park

Heard, Wendell Malcolm Rogan  
Assistant Professor  
School of Medicine  
MD, Tulane University

Hebert, Kelly Douglas  
Postdoc Fellow
Hebert, Thomas Joseph  
Senior Professor of Practice  
School of Science and Engineering  
PhD, Tulane University  

Heianza, Yoriko  
Postdoc Fellow  
School of Public Health  

Heinrich, Stephen Douglas  
Professor  
School of Medicine  
MD, University Of Arizona  

Heins, David C  
Professor  
School of Science and Engineering  
PhD, Tulane University  

Heitz, Amanda  
Assistant Professor  
School of Business  
PhD, University Of Minnesota-Twin Cities  

Heller, Sherryl S  
Associate Professor  
School of Medicine  
PhD, University Of New Orleans  

Hellstrom, Wayne J  
Professor  
School of Medicine  
MD, Mcgill University - Canada  

Hendel, Robert C  
Professor  
School of Medicine  
MD, George Washington Univ Sch Med  

Henderson, Charlotte Anne  
Professor of Practice  
School of Professional Advancement  
PhD, University Of Florida  

Hengl, Lauri Frances  
Instructor  
School of Medicine  
Master’s Degree, Loyola University Chicago  

Henriquez, Julie J  
Administrative Assistant Professor  
Newcomb College Institute  
PhD, Louisiana State Univ & A&M Colg  

Henry, Donata  
Senior Professor of Practice  
School of Science and Engineering  
PhD, Tulane University  

Herbert, Robert Louis  
Senior Professor of Practice  
School of Science and Engineering  
PhD, New York University  

Herhuth, Eric  
Assistant Professor  
School of Liberal Arts  
PhD, University Of Wisconsin-Milwaukee  

Hering-Smith, Kathleen S  
Research Associate Professor  
School of Medicine  
PhD, Tulane University  

Herman, Michael  
Professor  
School of Science and Engineering  
PhD, University Of Chicago  

Hernandez, Julie H  
Research Assistant Professor  
School of Public Health  
PhD, University Of Paris, France  

Herrera, Claudia Patricia  
Research Assistant Professor  
School of Public Health  
PhD, Universidad De Los Andes, Colombia  

Herrera, Eduardo  
Associate Professor  
School of Medicine  
MD  

Herrera-Gutierrez, Yuri  
Associate Professor  
School of Liberal Arts  
PhD, University Of California, Berkeley  

Hester, Jenna M  
Instructor  
School of Medicine  
MD, University Of Tennessee-Health Sci Ctr  

Hidariilak, Neda  
Assistant Professor  
School of Medicine  
MD  

Hill, Steven M  
Professor  
School of Medicine  
PhD, University Of Arizona  

Hilliard, Sylvia A  
Postdoc Fellow  
School of Medicine  
PhD, University Of Texas-Austin  

Hlass, Laila Laurice  
Professor of Practice  
School of Law
LLM, Georgetown Univ Law Center

Hoeffel, Janet C
Professor
School of Law
JD, Stanford University - Stanford Law Schoo

Hoerger, Michael P
Assistant Professor
School of Science and Engineering
PhD, Central Michigan University

Hoff, Clarissa Jo Beutler (Clare)
Assistant Professor
School of Medicine
MD, Creighton University

Hoffman, Aaron E
Clinical Assistant Professor
School of Public Health
PhD, Yale University

Hogg, Michael H
Senior Professor of Practice
School of Business
JD, Tulane University

Holliday, Trenton Webster
Professor
School of Liberal Arts
PhD, The University Of New Mexico

Holman, Mirya
Associate Professor
School of Liberal Arts
PhD, Claremont Graduate University

Holt, Megan Jessica
Postdoc Fellow
School of Liberal Arts
PhD, Tulane University

Holtcamp, Victor R
Assistant Professor
School of Liberal Arts
PhD, University Of Washington

Honer Zu Bentrup, Kerstin
Research Assistant Professor
School of Medicine
PhD

Hook, Katherine Delaney (Delaney)
Postdoc Fellow
School of Medicine

Hopkins, Robert L
Professor
School of Medicine
MD, University Of Alabama At Birmingham

Horowitz, Andrew
Assistant Professor
School of Liberal Arts

Horowitz, Brian J
Professor
School of Liberal Arts
PhD, University Of California, Berkeley

Hosseinzadeh Kassani, Peyman
Postdoc Fellow
School of Science and Engineering

Hotchkiss, David R
Professor
School of Public Health
PhD, University Of N C-Chapel Hill

Houck, Oliver A
Professor
School of Law
JD, Georgetown Univ Law Center

Howard, Harry D
Associate Professor
School of Liberal Arts
PhD, Cornell University

Howell, Meghan Parrott
Assistant Professor
School of Medicine
MD, Tulane University

Huang, Hai
Assistant Professor
School of Science and Engineering
PhD, Chinese Academy Of Sciences, China

Huck, James D Jr.
Administrative Associate Professor
Stone Center for Latin American Studies
PhD, Tulane University

Hude, Keith
Assistant Professor
School of Medicine
MD, Tulane University

Huemer, Michael
Visiting Research Professor
School of Medicine
PhD, Rutgers, The State University Of Nj

Huffman, Adrienna
Assistant Professor
School of Business
PhD, University Of Utah

Humphreys, Laura-Zoe
Assistant Professor
School of Liberal Arts
PhD, University Of Chicago

Huntwork, John
Clinical Assistant Professor
School of Medicine
Huntwork, Margaret Prat  
Assistant Professor  
School of Medicine  
MD, Tulane University

Hutchinson, Paul L  
Associate Professor  
School of Public Health  
PhD, University Of N C-Chapel Hill

Hyman, James Macklin  
Professor  
School of Science and Engineering  
PhD, New York University

Iberico, Mariano Matias  
Instructor  
School of Medicine  
MD, Wright State University

Ice, Robyn Elizabeth  
Professor of Practice  
School of Professional Advancement  
JD, Georgia State University

Imma, Zetoile  
Assistant Professor  
School of Liberal Arts  
PhD, University Of Virginia - Sfs

Intapad, Suttira  
Assistant Professor  
School of Medicine  
PhD

Iqbal, Summer  
Postdoc Fellow  
Primate Center

Irimpen, Anand  
Professor  
School of Medicine  
MD

Isaac, Elliott W  
Assistant Professor  
School of Liberal Arts  
PhD, University Of Virginia - Sfs

Isaacson, Walter  
University Professor  
School of Liberal Arts  
MA, Oxford Graduate School

Iwanaga, Naoki  
Postdoc Fellow  
School of Medicine

Izadpanah, Reza  
Research Assistant Professor

Jack, Katharina M  
Professor  
School of Liberal Arts  
PhD, University Of Alberta (The)

Jackson, James  
Assistant Professor  
School of Medicine  
PhD, University Of Texas-Austin

Jackson, Neal M  
Assistant Professor  
School of Medicine  
MD, University Of Texas-San Antonio

Jackson-Weaver, Olan  
Assistant Professor  
School of Medicine  
PhD, The University Of New Mexico

Jacob, Leah  
Assistant Professor  
School of Medicine  
MD, Louisiana State Univ & A&M Colg

Jacobs, Jennifer Alice  
Assistant Professor  
School of Liberal Arts  
MFA, New York University

Jacobsen, Heiko  
Senior Professor of Practice  
School of Science and Engineering  
PhD, University At Calgary - Canada

Janbain, Maissaa  
Assistant Professor  
School of Medicine  
MD, Lebanese American University - Lebanon

Japa, Shanker  
Research Associate Professor  
School of Medicine  
PhD

Jaramillo, Arley G  
Clinical Assistant Professor  
School of Medicine  
MD, Ponce School Of Medicine And Health Scie

Jaster, Frank  
Professor of Practice  
School of Business  
PhD, Tulane University

Jayawickramarajah, Janarthanan  
Professor  
School of Science and Engineering
PhD, University Of Texas-Austin

Jazwinski, Barbara Maria
Professor
School of Liberal Arts
PhD, City University - England

Jazwinski, Stanislaw M
Professor
School of Medicine
PhD, Stanford University - School Of Medicine

Jens, Candace
Assistant Professor
School of Business
PhD, University Of Rochester

Jensen, Joan F
Senior Professor of Practice
School of Liberal Arts
MFA, Tulane University

Jensen, Katherine
Postdoc Fellow
Stone Center for Latin American Studies

Jeon, Hoonbae
Professor
School of Medicine
MD

Jernegan, Jeremy H
Professor
School of Liberal Arts
MFA, San Jose State University

Jiang, Hai Bo
Visiting Assistant Professor
School of Business
PhD, University Of British Columbia - Canada

Jiang, Xin
Assistant Professor
School of Liberal Arts
PhD, Ohio State University-All Campuses

Jin, Lianjin
Postdoc Fellow
School of Medicine

Johannesson, Karen Haley
Professor
School of Science and Engineering
PhD, University Of Nevada Reno

John, Vijay T
Professor
School of Science and Engineering
PhD, Columbia University

Johnson, Carolyn C
Professor
School of Public Health

PhD, University Of New Orleans

Johnson, Colleen J
Assistant Professor
School of Medicine
MD, Johns Hopkins Univ Sch Of Medicine

Johnson, Janet E
Associate Professor
School of Medicine
MD, University Of Missouri - Columbia

Johnson, Katherine
Assistant Professor
School of Liberal Arts
PhD, Penn State University

Johnson, Kristin
Professor
School of Law
JD, University Of Michigan Law School

Johnson, Thomas R
Professor
School of Liberal Arts
PhD, University Of Louisville

Jones, Catherine E
Assistant Professor
School of Medicine
MD, Tulane University

Jones, Frank E
Professor
School of Science and Engineering
PhD, Mcmaster University - Canada

Jones, Jacey Christina
Assistant Professor
School of Medicine
MD, Baylor College Of Medicine

Jones, Kevin Henry
Associate Professor
School of Liberal Arts
MFA, Yale University

Jones, Steven D
Assistant Professor
School of Medicine
MD, Tulane University

Jordan, Lisa W
Clinical Instructor
School of Law
LLM, Tulane University

Joselow, Andrew L
Postdoc Fellow
School of Medicine

Jover Biboum, Margarita
Associate Professor
School of Architecture
MARCH

Joyce, Michael O
Professor of Practice
School of Science and Engineering
PhD, Brown University

Juan Lozano, Carlos
Professor of Practice
School of Liberal Arts
PhD

K

Kabinejadian, Foad
Postdoc Fellow
School of Science and Engineering

Kaczka-Weiss, Lauren
Assistant Professor
School of Medicine
DO, New York Institute Of Technology

Kahn, Marc J
Professor
School of Medicine
MD, University Of Pennsylvania

Kahn, Margie A
Associate Professor
School of Medicine
MD, Tulane University

Kaimal, Peggy D
Instructor
School of Medicine
Master's Degree, Northwestern Univ

Kalka, Morris
Professor
School of Science and Engineering
PhD, New York University

Kalos-Kaplan, Elizabeth Anne
Postdoc Fellow
School of Liberal Arts
PhD, Tulane University

Kandikattu, Hemanth Kumar
Postdoc Fellow
School of Medicine

Kandil, Emad
Professor
School of Medicine
MD

Kang, Le
Visiting Assistant Professor
School of Business
PhD, Texas A&M University

Kapadia, Nishad
Assistant Professor

School of Business
PhD, University Of N C-Chapel Hill

Kaphle, Upendra
Assistant Professor
School of Medicine
MD

Kaplan, Lev
Professor
School of Science and Engineering
PhD, Harvard Univ Grad S Of Arts & Scien

Karimian, Hamid Reza
Postdoc Fellow
School of Science and Engineering

Karlitz, Jordan J
Associate Professor
School of Medicine
MD, Mcgill University - Canada

Karubian, Jordan Oliver
Associate Professor
School of Science and Engineering
PhD, University Of Chicago

Kasper, Matthias
Postdoc Fellow
School of Liberal Arts

Kastl, Peter Robert
Professor
School of Medicine
MD, Tulane University

Katakam, Prasad V
Associate Professor
School of Medicine
PhD, University Of Georgia

Katin, Nicole Marie
Professor of Practice
School of Liberal Arts
PhD, Tulane University

Katner, David R
Clinical Professor
School of Law
JD, Tulane University

Kaur, Amitinder
Professor
Primate Center
MD, University Of Madras, India

Kaur, Navchetan
Postdoc Fellow
School of Medicine

Kaushal, Deepak
Professor
Primate Center
PhD
Kawasaki, Lumie
Associate Professor
School of Medicine
MD, University Of Pittsburgh - School Of Med

Kazan, Osman
Professor of Practice
School of Business
PhD, University Of Texas At Dallas

Keane, Matthew William
Assistant Professor
School of Medicine
MD, Tulane University

Kearney-Bagneris, Amanda Leonard (Mia)
Associate Professor
School of Liberal Arts
PhD, Harvard University

Keating, Joseph A
Professor
School of Public Health
PhD, Tulane University

Kehoe, Dennis P
Professor
School of Liberal Arts
PhD, University Of Michigan - Ann Arbor

Keil, Irene
Senior Professor of Practice
School of Architecture
MARCH, University Of California (Ucla)

Kelley, Anna
Assistant Professor
School of Medicine
PSYD, University Of Denver

Kelly, Dennis Clayton Jr.
Associate Professor
School of Medicine
MD, University Of Arkansas For Medical Sci

Kelly, Elizabeth
Instructor
School of Medicine
MD

Kelly, Tanika N
Associate Professor
School of Public Health
PhD, Tulane University

Kemsley, Deen
Associate Professor
School of Business
PhD, University Of N C-Chapel Hill

Kendall, Carl
Professor

School of Public Health
PhD, University Of Rochester

Kennedy, Brittany Powell
Senior Professor of Practice
School of Liberal Arts
PhD, University Of South Carolina

Kennedy, Thomas Preston
Clinical Professor
School of Medicine
MD, Vanderbilt Univ Med Ctr Allied Heal

Kenney, Sally J
Executive Director
Newcomb College Institute
PhD, Princeton University

Keyes, Angela W
Associate Professor
School of Medicine
PhD, University Of New Orleans

Khan, Mashfiqur R.
Postdoc Fellow
School of Liberal Arts

Khanna, Rajat
Assistant Professor
School of Business
PhD, University Of N C-Chapel Hill

Kheir, Fayez
Assistant Professor
School of Medicine
MD

Khismatullin, Damir B
Associate Professor
School of Science and Engineering
PhD, Bashkir State University, Russia

Khokher, Zeigham
Assistant Professor
School of Business
PhD, University Of Texas-Austin

Khunkhun, Vininder Singh
Assistant Professor
School of Medicine
MD, Ross Medical Education Center -

Kidd, Laura Robinson
Assistant Professor
School of Medicine
MD, University Of Missouri - Columbia

Kiernan, Michael Philip
Professor
School of Medicine
MD, Tulane University

Killackey, Mary
Associate Professor
School of Medicine
MD, Columbia University

Kim, Hogyoung
Instructor
School of Medicine
PhD

Kim, Hyunseob
Visiting Assistant Professor
School of Business
PhD, Duke University

Kim, Jae Yung
Visiting Assistant Professor
School of Business
PhD, University Of Florida

Kim, Joonkyung
Visiting Assistant Professor
School of Business
PhD, University Of Toronto - Canada

Kim, Sangkyu
Research Assistant Professor
School of Medicine
PhD, University Of Iowa

Kinnard, Judith A
Professor
School of Architecture
BARCH, Cornell University

Kinzie, Amy S
Instructor
School of Medicine
MSN, La State Univ Health Sciences Ctr

Kirwin, Paul D
Professor
School of Medicine
MD, University Of Rochester

Kissinger, Patricia
Professor
School of Public Health
PhD, Tulane University

Kleinpeter, Myra A
Associate Professor
School of Medicine
MD, Tulane University

Klingler, Thomas A
Associate Professor
School of Liberal Arts
PhD, Indiana University-Bloomington

Klingsberg, Ross C

Associate Professor
School of Medicine
MD, Tulane University

Kohler, Michelle Delicia
Associate Professor
School of Liberal Arts
PhD, University Of Oregon

Kolls, Jay K
Professor
School of Medicine
MD, University Of Maryland, Baltimore

Komendarczyk, Rafal
Associate Professor
School of Science and Engineering
PhD, Georgia Institute Of Technology

Kondkar, Becki T
Senior Professor of Practice
School of Law
JD, University Of N C-Chapel Hill

Kopitz, Brent Douglas
Professor
School of Science and Engineering
PhD, Princeton University

Kordamshidi, Parisa
Assistant Professor
School of Science and Engineering
PhD

Korndorffer, Melanie Leopard
Assistant Professor
School of Medicine
MD, University Of Alabama At Birmingham

Koss, Eugene H
Professor
School of Liberal Arts
MFA, Temple University

Krail, Katherine
Instructor
School of Medicine
MSN, Louisiana State Univ & A&M Colg

Kraker, Jessica Brand
Assistant Professor
School of Medicine
MD, Temple University

Krane, Louis S
Assistant Professor
School of Medicine
MD, Tulane University

Krane, N K
Professor
School of Medicine
MD, Tulane University
Kreisman, Norman R
Professor
School of Medicine
PhD, Drexel University

Krishna Moorthy, Lakshmana Kumar
Visiting Assistant Professor
School of Business
PhD, University Of Minnesota-Twin Cities

Krogstad, Donald J
Professor
School of Public Health
MD, Harvard Univ Medical School

Krousel-Wood, Marie A
Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Ku, Timothy
Assistant Professor
School of Medicine
MD, Northwestern Univ

Kuban, Scott
Assistant Professor
School of Business
PhD, Texas A&M University

Kubisch, Hans-Michael
Associate Professor
Primate Center
PhD, University Of Guelph - Canada

Kuczynski, Michael P
Professor
School of Liberal Arts
PhD, University Of N C-Chapel Hill

Kulthinee, Supaporn
Postdoc Fellow
School of Medicine

Kumar, Prerna
Research Instructor
School of Medicine
PhD

Kunnimalaiyaan, Muthusamy
Research Assistant Professor
School of Medicine
PhD

Kurdia, Anastasia
Professor of Practice
School of Science and Engineering
PhD, University Of Texas At Dallas

Kwasik, Slawomir
Professor
School of Science and Engineering
PhD, University Of Gdansk, Poland

Kwaske, Ilianna
Professor of Practice
School of Professional Advancement
PhD, Illinois Institute Of Technology

Labbe, Andre
Clinical Instructor
School of Medicine
BS, Louisiana State Univ & A&M Colg

Lacey, Michelle R
Associate Professor
School of Science and Engineering
PhD, Yale University

Lafaye, Kristina Mathews
Assistant Professor
School of Medicine
MD, Tulane University

LaGrone, John Robert
Postdoc Fellow
School of Science and Engineering

Lalka, Robert T
Professor of Practice
School of Business
Master's Degree, Duke University - School Of Public Polic

Landry, Michael D
Associate Professor
School of Medicine
MD, Tulane University

Landry, Samuel J
Professor
School of Liberal Arts
PhD, Louisiana State Univ & A&M Colg

Lane, Kris Eugene
Professor
School of Liberal Arts
PhD, University Of Minnesota-Twin Cities

Larrieu, Julie A
Professor
School of Medicine
PhD, Purdue University

Larson, Herbert Victor
Senior Professor of Practice
School of Law
JD, Loyola University New Orleans

Lasky, Joseph A
Professor
School of Medicine
MD, University Of Minnesota-Twin Cities

LaVeist, Thomas A
Dean
School of Public Health and Tropical Medicine
LaViers, Lisa  
Assistant Professor  
School of Business  
PhD, Emory University

Lawson, Louise B  
Research Assistant Professor  
School of Medicine  
PhD, Tulane University

Lay, Jennifer Celeste (Celeste)  
Associate Professor  
School of Liberal Arts  
PhD, University Of Maryland, College Park

Layton, Jodi  
Assistant Professor  
School of Medicine  
MD, University Of Texas-Austin

Lazar, Zachary Lane  
Professor  
School of Liberal Arts  
MFA, University Of Iowa

Le Jemtel, Thierry  
Professor  
School of Medicine  
MD

Lederer, Alyssa Mira  
Assistant Professor  
School of Public Health  
PhD, Indiana University-Bloomington

Ledet, Elisa Marie  
Instructor  
School of Medicine  
MD, Louisiana State Univ & A&M Colg

LeDoux, Elma Ireland  
Professor  
School of Medicine  
MD, Tulane University

Lee, Erica T.  
Instructor  
School of Medicine  
MSN, Herzing University

Lee, Jean-Pyo  
Assistant Professor  
School of Medicine  
PhD, University Of Chicago

Lee, Jung Hoon  
Assistant Professor  
School of Business  
PhD, Indiana University-Bloomington

Lee, Junghee  
Assistant Professor

Lee, Raven  
Instructor  
School of Medicine  
MS, Our Lady Of The Lake College

Lee, Sangho  
Visiting Assistant Professor  
School of Business  
PhD, Georgia State University

Lee, Sean Bong  
Associate Professor  
School of Medicine  
PhD, Suny-Downstate Medical Center

Lee, Seoungwoo  
Assistant Professor  
School of Business  
PhD, University Of Maryland, College Park

Lefante, John J Jr.  
Professor  
School of Public Health  
PhD, University Of Alabama At Birmingham

Leguizamon, Amalia  
Assistant Professor  
School of Liberal Arts  
PhD, City University - England

Leissinger, Cindy A  
Professor  
School of Medicine  
MD, Tulane University

Lenaz, Gerald Carl Walter (Jerry)  
Professor of Practice  
School of Professional Advancement  
MBA, Tulane University

Lesen, Amy Elizabeth  
Research Associate Professor  
Office of Research  
PhD, University Of California, Berkeley

Leslie, Camilo A  
Assistant Professor  
School of Liberal Arts  
PhD, University Of Michigan - Ann Arbor

Lesmond, David Anthony  
Associate Professor  
School of Business  
PhD, Buffalo State College - Suny

Levy, Laura S  
Vice President  
School of Science and Engineering  
PhD, University Of California-Irvine

Levy, Shauna
Assistant Professor  
School of Medicine  
MD, University Of Texas-Austin

Lewis, Brian E  
Assistant Professor  
School of Medicine  
MD, Tulane University

Lewis, Joshua  
Research Assistant Professor  
Office of Research  
PhD

Lewis, Marva L.  
Associate Professor  
School of Social Work  
PhD, University Of Colorado-Boulder

Lewis, Nghana T  
Associate Professor  
School of Liberal Arts  
PhD, Univ Of Illinois @ Urbana-Champaign

Li, Caiyue  
Postdoc Fellow  
School of Medicine

Li, Jian  
Associate Professor  
School of Public Health  
PhD, North Carolina State Univ-Raleigh

Li, Junchao  
Assistant Professor  
School of Business  
PhD, University Of Washington

Li, Liwen  
Postdoc Fellow  
School of Science and Engineering

Li, Ming  
Associate Professor  
School of Medicine  
PhD

Li, Yuwen  
Assistant Professor  
School of Medicine  
PhD, Tulane University

Liang, Kun  
Postdoc Fellow  
School of Science and Engineering

Lichtveld, Maureen Y  
Professor  
School of Public Health  
MD, University Of Suriname, Suriname

Liles, Andrew M  
Professor of Practice  
School of Architecture

MARCH, Tulane University

Lin, Dong  
Postdoc Fellow  
School of Medicine

Lin, Tiffany  
Associate Professor  
School of Architecture  
MARCH, Harvard University

Lin, Zhen  
Research Assistant Professor  
School of Medicine  
MD, University Of Iowa

Linden, Callie A  
Instructor  
School of Medicine  
MD, University Of Louisville

Lindenhoffius, Albertus Johannis  
Postdoc Fellow  
School of Science and Engineering

Lindsay, Elizabeth Balhoff  
Assistant Professor  
School of Medicine  
MD

Lindsey, Sarah H  
Assistant Professor  
School of Medicine  
MD, Louisiana State Univ & A&M Colg

Ling, Binhua  
Associate Professor  
Primate Center  
PhD

Lipman, Jana Kate  
Associate Professor  
School of Liberal Arts  
PhD, Yale University

Lipton, Ann Meredith  
Associate Professor  
School of Law  
JD, Harvard Law School

Liu, Hong  
Assistant Professor  
School of Medicine  
PhD

Liu, Hongbing  
Research Assistant Professor  
School of Medicine  
PhD

Liu, Sen  
Postdoc Fellow  
School of Medicine
Liu, Yaozhong
Associate Professor
School of Public Health
PhD, Creighton University

Lockman, Jeffrey J
Professor
School of Science and Engineering
PhD, University Of Minnesota-Twin Cities

Loftus, Serena
Assistant Professor
School of Business
PhD, University Of Washington

Long, Hugh W
Professor
School of Public Health
PhD, Stanford University

Long, Wei
Assistant Professor
School of Liberal Arts
PhD, Texas A&M University

Lopez, Ana M
Professor
School of Liberal Arts
PhD, University Of Iowa

Lopiccolo, Anastasia Marie
Instructor
School of Medicine
BSN, Louisiana State Univ & A&M Colg

Lopreore, Courtney Lynn
Professor of Practice
School of Science and Engineering
PhD, University Of Texas-Austin

Love, Mary Casey
Senior Professor of Practice
School of Liberal Arts
PhD, Tulane University

Loveless, Megwen May
Senior Professor of Practice
School of Liberal Arts
PhD, Harvard Univ Grad S Of Arts & Scien

Lovre, Dragana
Assistant Professor
School of Medicine
MD

Lowenburg, Benjamin Mauldin
Assistant Professor
School of Medicine
MD, Tulane University

Lu, Hua
Professor
School of Medicine
PhD, Rutgers, The State University Of Nj

Luk, Alfred
Assistant Professor
School of Medicine
MD, Tulane University

Lumibao, Candice Yango
Postdoc Fellow
School of Science and Engineering

Luongo, Francis Thomas
Associate Professor
School of Liberal Arts
PhD, University Of Notre Dame

Lushtak, Faina
Professor
School of Liberal Arts
MS, Moscow Tchaikowsky Conservatory, Russia

Lusnia, Susann Sowers
Associate Professor
School of Liberal Arts
PhD, University Of Cincinnati

Lustig, Arthur J
Professor
School of Medicine
PhD, University Of Chicago

Lustig, Nora
Professor
School of Liberal Arts
PhD, University Of California, Berkeley

Lynch, Rebecca J
Postdoc Fellow
School of Medicine

Lyons, Nathan Jay
Postdoc Fellow
School of Science and Engineering

Ma, Wenbo
Postdoc Fellow
School of Medicine

Machado, Heather L
Assistant Professor
School of Medicine
PhD, Tulane University

Maclean, Andrew
Associate Professor
Primate Center
PhD, University Of Glasgow - Scotland

Madary, Michael
Visiting Assistant Professor
School of Liberal Arts
PhD, Tulane University
Madkour, Aubrey S
Associate Professor
School of Public Health
PhD, University Of N C-Chapel Hill

Mague, Joel T
Professor
School of Science and Engineering
PhD, Massachusetts Inst Of Technology

Mahoney, Anna
Administrative Assistant Professor
Newcomb College Institute
PhD, Rutgers, The State University Of Nj

Majid, Dewan
Professor
School of Medicine
PhD, University Of Leeds - England

Malhotra, Sonia
Assistant Professor
School of Medicine
MD, Ross University - Medical School

Mallik, Harminder S
Associate Professor
School of Medicine
MD, Indiana Univ-Purdue Univ Indpls

Maness, Nicholas J
Research Assistant Professor
Primate Center
PhD, University Of Wisconsin-Madison

Manguno-Mire, Gina M
Associate Professor
School of Medicine
PhD, Louisiana State Univ & A&M Colg

Manzoor, Umar
Postdoc Fellow
School of Science and Engineering

Mark, Rebecca
Professor
School of Liberal Arts
PhD, Stanford University

Markant, Julie Christina
Assistant Professor
School of Science and Engineering
PhD, University Of Minnesota-Twin Cities

Marks, Laura
Professor of Practice
School of Social Work
PhD, Louisiana State Univ & A&M Colg

Marks, Ronald E
Associate Professor
School of Social Work

PhD, University Of Pittsburgh
Marksbury, Richard A
Associate Professor
School of Professional Advancement
PhD, Tulane University

Maroteaux, Matthieu J
Research Assistant Professor
School of Science and Engineering
PhD

Marques, Laura Marie
Assistant Professor
School of Medicine
PhD, Tulane University

Marshall, Thomas
Assistant Professor
School of Medicine
MD, Louisiana State Univ-Shreveport

Martin, Murphy P
Assistant Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Martinez, Matthew J
Professor of Practice
School of Liberal Arts
MFA, University Of New Orleans

Marx, Preston A Jr.
Professor
Primate Center
PhD, Louisiana State Univ & A&M Colg

Masquelier, Adeline M
Professor
School of Liberal Arts
PhD, University Of Chicago

Matambanadzo, Sarudzayi M
Associate Professor
School of Law
PhD, University Of California (Ucla)

Mathieu, Jane Katherine
Assistant Professor
School of Liberal Arts
PhD, University Of Texas-Austin

Mathrumandiram Sivadasan, Padmakumar
Assistant Professor
School of Business
PhD, Univ Of Illinois @ Urbana-Champaign

Matsunaga, Yasuka
Postdoc Fellow
School of Medicine

Mattes, Katherine M
Senior Professor of Practice
School of Law
JD, University Of San Diego - School Of Law

Maudlin, Brandon
Assistant Professor
School of Medicine
MD, Florida State University

Maulucci, Christopher Michael
Associate Professor
School of Medicine
MD, New York College Of Health Professions

Mauvais-Jarvis, Franck
Professor
School of Medicine
PhD

Maveety, Nancy
Professor
School of Liberal Arts
PhD, Johns Hopkins University

Maxwell, Judith M
Professor
School of Liberal Arts
PhD, University Of Chicago

May, Jonathan Horace
Assistant Professor
School of Medicine
MD, University Of Arkansas For Medical Scien

May, Margaret M
Instructor
School of Medicine
MSN, College Of New Rochelle

Mayer, Vicki A
Professor
School of Liberal Arts
PhD, University Of California-San Diego

Mayhall, Kim Gregory
Assistant Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Maylin, Marlowe M
Assistant Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Mcbride, Jesse B
Professor of Practice
School of Liberal Arts
Bachelor’s Degree

Mcbride, Ryan Kenneth
Administrative Associate Professor
School of Public Health
PhD, Marquette University

Mccall, Grant S
Associate Professor

School of Liberal Arts
PhD, University Of Iowa

McCarden, Khrista
Associate Professor
School of Law
JD, Harvard Law School

Mccarren, Felicia
Professor
School of Liberal Arts
PhD, Stanford University

Mccaskill, Michael Louis
Assistant Professor
School of Public Health
PhD, Florida A & M University

McClure, Brian Patrick
Assistant Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Mcconville, Anne Panaggio
Assistant Professor
School of Medicine
MD, University Of Iowa

McConville, James Brad
Assistant Professor
School of Medicine
MD, University Of Iowa

McCormick, Elizabeth
Visiting Assistant Professor
School of Architecture
MS, Massachusetts Inst Of Technology

Mccoy-Torres, Sabia
Assistant Professor
School of Liberal Arts
PhD, Cornell University

McCusker, Christopher R
Professor of Practice
School of Business
PhD, Univ Of Illinois @ Urbana-Champaign

Mcduffie, Roberta H
Instructor
School of Medicine
MSN, University Of South Alabama

McEvoy, Timothy Graham
Clinical Instructor
School of Law
JD, American University

McFadden, Bernice L
Visiting Professor
School of Liberal Arts
MFA, Saint Joseph’S College

Mcginness, Clifton L
Mcclachlan, James B
Associate Professor
School of Medicine
PhD, Duke Univ - School Of Medicine

Mcclachlan, John A
Professor
School of Medicine
PhD, George Washington University

McLaughlin, Nathaniel James David
Postdoc Fellow
School of Medicine

McLean, Timothy Irvin
Professor of Practice
School of Science and Engineering
PhD, University Of N C-Chapel Hill

Mcclennan, Kay L
Senior Professor of Practice
School of Professional Advancement
PhD, University Of Nebraska-Lincoln

Mcmahon, Elisabeth Mary
Associate Professor
School of Liberal Arts
PhD, Indiana University-Bloomington

Mcnabb, Leslee Cook
Assistant Professor

School of Medicine
MD, Tulane University

Mcpherson, Gary L
Professor
School of Science and Engineering
PhD, Univ Of Illinois @ Urbana-Champaign

Meadows, Stryder
Assistant Professor
School of Science and Engineering
PhD, University Of Arizona

Meck, Holly F
Associate Professor
School of Liberal Arts
PhD, New York University

Medvedev, Gleb
Assistant Professor
School of Medicine
MD, Tulane University

Meekers, Dominique A
Professor
School of Public Health
PhD, University Of Pennsylvania

Mehra, Smriti
Associate Professor
Primate Center
PhD

Melnik, Lilia
Postdoc Fellow
School of Medicine

Menard, Geraldine Elizabeth
Associate Professor
School of Medicine
MD, Northwestern Univ

Mercein, Jennifer
Assistant Professor
School of Liberal Arts
MFA, University Of Washington

Merino, Kristen Michelle
Postdoc Fellow
Primate Center

Meselhe, Ehab
Professor
School of Science and Engineering
PhD, University Of Iowa

Mettu, Ramgopal
Associate Professor
School of Science and Engineering
PhD, University Of Texas-Austin

Metzinger, Rebecca C.
Associate Professor
School of Medicine
Meyer, David D
Dean
School of Law
JD, University of Michigan Law School

Middleton, Melissa A
Assistant Professor
School of Medicine
PhD, University Of Central Florida

Mignot, Charles
Professor of Practice
School of Liberal Arts
PhD, University of Texas-Austin

Mihans II, Richard John
Professor of Practice
School of Professional Advancement
PhD, University of N C - Greensboro

Mikolajewski, Amy Jeanette
Postdoc Fellow
School of Medicine
PhD

Miller, Charles Albert III
Professor
School of Public Health
PhD, New York University

Miller, Kristin S
Assistant Professor
School of Science and Engineering
PhD, University of Pennsylvania

Miller, Marilyn Grace
Associate Professor
School of Liberal Arts
PhD, University of Oregon

Mills, Katherine Teresa
Assistant Professor
School of Public Health
PhD, Tulane University

Mishra, Anil
Professor
School of Medicine
PhD

Mislove, Michael W
Professor
School of Science and Engineering
PhD, University of Tennessee-Knoxville

Mitchell, Brian S
Professor
School of Science and Engineering
PhD, University of Wisconsin-Madison

Mitchell, Kenneth D
Professor

Mize, Maximillion T
Postdoc Fellow
School of Medicine

Mochon, Daniel
Associate Professor
School of Business
PhD, Massachusetts Inst Of Technology

Mock, Nancy B
Associate Professor
School of Public Health
DPH, Tulane University

Modesitt, Adam W
Assistant Professor
School of Architecture
MARCH, Harvard Univ Grad Sch Design

Moehlen, Martin William
Assistant Professor
School of Medicine
MD, Tulane University

Mohan, Mahesh
Associate Professor
Primate Center
PhD, Oklahoma State University

Molchanova-Cook, Olga P
Assistant Professor
School of Medicine
MD, The University of New Mexico

Molinas, Adrien Jacques Raymond
Postdoc Fellow
School of Medicine

Molix, Lisa A
Associate Professor
School of Science and Engineering
PhD, University of Missouri - Columbia

Moll, Victor H
Professor
School of Science and Engineering
PhD, New York University

Monaco Caterine, Mallory A
Professor of Practice
School of Liberal Arts
PhD, Princeton University

Monasterio Baldor, Maria Agustina
Assistant Professor
School of Liberal Arts
PhD, New York University

Mondal, Debasis
Research Associate Professor
School of Medicine
PhD
Mushatt, David M
Associate Professor
School of Medicine
MD, Harvard Univ Medical School

Myers, Leann
Professor
School of Public Health
PhD, Tulane University

Myers, Sheila Carol
Clinical Instructor
School of Law
JD, Tulane University

Myint, Myo Thwin
Assistant Professor
School of Medicine
MD, Virginia Commonwealth University

N
Nakanishi, Yukihiro
Associate Professor
School of Medicine
MD

Nakhoul, Nazih L
Research Associate Professor
School of Medicine
PhD, American University Of Beirut - Lebanon

Narayanoomroothy, Ganapathi S
Associate Professor
School of Business
PhD, University Of Rochester

Naresh, Amber
Assistant Professor
School of Medicine
MD, Tulane University

Naruse, Cheryl Narumi
Assistant Professor
School of Liberal Arts
PhD, University Of Hawaii At Manoa

Nastasi, Bonnie Kaul
Professor
School of Science and Engineering
PhD, Kent State University

Navar, Luis G
Professor
School of Medicine
PhD, University Of Mississippi - Med Ctr

Neelamegam, Kandasamy
Postdoc Fellow
School of Medicine

Nelson, Anne Christine
Professor of Practice
School of Liberal Arts
MFA, Tulane University

Nelson, Ashley Keller
Professor of Practice
School of Business
MBA, Tulane University

Nelson, Douglas R
Professor
School of Liberal Arts
PhD, University Of N C-Chapel Hill

Nelson, Stephen L Jr.
Associate Professor
School of Medicine
MD, University Of California-San Diego

Nerva, John D
Assistant Professor
School of Medicine
MD, University Of Minnesota-Twin Cities

Nesbitt, Jason Sean
Assistant Professor
School of Liberal Arts
PhD, Yale University

Newby, Celeste
Assistant Professor
School of Medicine
MD, Tulane University

Newman, Liv K
Administrative Assistant Professor
Center for Engaged Learning & Teaching
PhD, University Of Florida

Nguyen, Jeremy Binh
Associate Professor
School of Medicine
MD, University Of Texas-Austin

Nicholl, Jeffrey S
Associate Professor
School of Medicine
MD, Georgetown Univ, Sch Of Medicine

Nicosia, Roberto
Professor of Practice
School of Liberal Arts
PhD, Rutgers, The State University Of Nj

Nielsen, Nathan Dean
Associate Professor
School of Medicine
MD, Duke Univ - School Of Medicine

Ning, Jinliang
Postdoc Fellow
School of Science and Engineering

Niu, Tianhua
Niyogi, Anjali
Assistant Professor
School of Medicine
Master's Degree, Tulane University

Nolan, Scott
Visiting Lecturer
School of Liberal Arts
MA, University Of New Orleans

Norman, Carrie E
Assistant Professor
School of Architecture
MARCH, Princeton University

Norton, Elizabeth B
Assistant Professor
School of Medicine
PhD, Tulane University

Norton, Guy Vincent
Senior Professor of Practice
School of Science and Engineering
PhD, Tulane University

O'Brien, Laurie T
Associate Professor
School of Science and Engineering
PhD, University Of Kansas

O'Brien, Michael J
Associate Professor
School of Medicine
MD, Tulane University

O'Neil, Patrick
Professor
School of Medicine
MD, Creighton University

Oatley, Thomas H
Professor
School of Liberal Arts
PhD, Emory University

Oberhelman, Richard A
Professor
School of Public Health
MD, Univ Of Texas Southwestern Med Ctr

Ocasio, Manuel A
Assistant Professor
School of Medicine
PhD, University Of Miami

O'Connor, Kim C
Professor
School of Science and Engineering
PhD, California Institute Of Technology

Oddo, Emilia
Assistant Professor
School of Liberal Arts
PhD, University Of Cincinnati

Ofengenden, Ari
Professor of Practice
School of Liberal Arts
PhD

Ogola, Benard O
Postdoc Fellow
School of Medicine

Okoli, Adaora
Postdoc Fellow
School of Medicine

Oldenburg, Scott Keith
Associate Professor
School of Liberal Arts
PhD, Suny At Buffalo

Oldham, Greg Ralph
Professor
School of Business
PhD, Yale University

Oliver, Christopher Scott
Professor of Practice
School of Liberal Arts
PhD, Michigan State University

Oliveros, Virginia
Assistant Professor
School of Liberal Arts
PhD, Columbia University

Olson, Mary K
Associate Professor
School of Liberal Arts
PhD, Stanford University

Omerbasic, Delila
Professor of Practice
School of Professional Advancement
PhD, University Of Utah

Orian Peer, Nadav
Visiting Assistant Professor
School of Law
SJD, Harvard Law School

Orie, Kenneth K
Clinical Assistant Professor
School of Public Health
PhD, Mcgill University - Canada

Orie, Olanike-Ola Olajumoke
Professor
School of Liberal Arts
PhD, University Of British Columbia - Canada

Ostertag, Stephen F
Assistant Professor
School of Liberal Arts
PhD, University Of Connecticut-Storrs

Otte, Marline Syeta
Associate Professor
School of Liberal Arts
PhD, University Of Toronto - Canada

Overstreet, Stacy
Professor
School of Science and Engineering
PhD, Tulane University

Owen, Graham Warwick
Associate Professor
School of Architecture
Master’s Degree, Harvard Univ Grad Sch Design

Ozcan, Esra
Professor of Practice
School of Liberal Arts
PhD, Jacobs University Bremen, Germany, Germany

Page, John R
Associate Professor
School of Business
PhD, Tulane University

Page, Trenton B
Visiting Assistant Professor
School of Business
PhD, University Of Rochester

Pahar, Bapi
Associate Professor
Primate Center
PhD

Palacios, Enrique
Professor
School of Medicine
MD

Palmer, Morgan E
Visiting Assistant Professor
School of Liberal Arts
PhD, University Of Washington

Palmer, Vernon V
Professor
School of Law
PhD, University Of Oxford - England

Palomino, Jaime
Associate Professor
School of Medicine
MD

Pan, Xuhui
Assistant Professor
School of Business
PhD, Mcgill University - Canada

Pandey, Kailash N
Professor
School of Medicine
PhD, University Of Kentucky

Panganiban, Antonito T
Professor
Primate Center
PhD, University Of Washington

Papadopoulos, K
Professor
School of Science and Engineering
PhD, Columbia University

Parada, Nereida A
Associate Professor
School of Medicine
MD, Columbia University

Parajuli, Keshab Raj
Postdoc Fellow
School of Medicine

Paramesh, Anil S
Professor
School of Medicine
MD

Park, Hae Sang
Visiting Assistant Professor
School of Business
PhD, Univ Of Illinois At Chicago

Park, Heewon
Research Associate Professor
School of Medicine
PhD, University Of Texas-Austin

Parker, Ashlin M
Visiting Assistant Professor
School of Liberal Arts
Master’s Degree, University Of New Orleans

Parker, Tracy M
Instructor
School of Medicine
BSN

Parquet, Reginald Anthony
Clinical Assistant Professor
School of Social Work
PhD, Tulane University

Parsi, Mansour A
Professor
School of Medicine
MD, University Of Oslo - Norway
Pascal, Robert Anthony Jr.  
Professor  
School of Science and Engineering  
PhD, Rice University  

Patel, Swati  
Postdoc Fellow  
School of Science and Engineering  

Pavlovic, Tatjana  
Professor  
School of Liberal Arts  
PhD, University Of Washington  

Payne, Monica A  
Assistant Professor  
School of Liberal Arts  
MFA, University Of California (Ucla)  

Paz Soldan, Valerie A  
Associate Professor  
School of Public Health  
PhD, University Of N C-Chapel Hill  

Pealer, Casius Henry  
Professor of Practice  
School of Architecture  
JD, University Of Michigan Law School  

Pearson, Kristen E  
Postdoc Fellow  
School of Medicine  

Pejic, Rade Nicholas  
Associate Professor  
School of Medicine  
MD, Tulane University  

Pena, Jose M  
Professor  
School of Medicine  
MD, Northwestern Univ  

Percak, Jeffrey Michael  
Assistant Professor  
School of Medicine  
MD, Rush University  

Perepelitsa, Victoria P  
Associate Professor  
School of Medicine  
PhD, Tulane University  

Perez, Sarah R  
Assistant Professor  
School of Medicine  
MD, Louisiana State Univ & A&M Colg  

Pesika, Noshir Sheria  
Associate Professor  
School of Science and Engineering  
PhD, Johns Hopkins University  

Petchampai, Natthida  
Postdoc Fellow  
School of Public Health  

Peters, Ryan H  
Assistant Professor  
School of Business  
PhD, University Of Pennsylvania  

Peterson, Tim Gerard  
Clinical Assistant Professor  
School of Medicine  
MD, Louisiana State Univ & A&M Colg  

Pfriemer, Amy Elizabeth  
Assistant Professor  
School of Liberal Arts  
Master's Degree, Loyola University New Orleans  

Philip, Menaka M  
Assistant Professor  
School of Liberal Arts  
PhD, Northwestern Univ  

Phong, Binh Le  
Postdoc Fellow  
School of Medicine  

Piacun, Marsha Emerman  
Clinical Assistant Professor  
School of Public Health  
MBA, Loyola University New Orleans  

Pierre, Nakeisha Landry  
Associate Professor  
School of Medicine  
MD, Louisiana State Univ & A&M Colg  

Pipsair, Jeanne  
Instructor  
School of Medicine  
Master's Degree, Emory University  

Pizarro, Juan C  
Assistant Professor  
School of Public Health  
PhD, University Of Paris, France  

Plante, Michael  
Associate Professor  
School of Liberal Arts  
PhD, Brown University  

Plessl, Carlie B  
Assistant Professor  
School of Medicine  
MD, Virginia Tech Carilion School Of Medicin  

Pletsch, Gayle R  
Assistant Professor  
School of Medicine  
MD, Tulane University  

Pociask, Derek  
Assistant Professor
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>School</th>
<th>Degree Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Podewell, Jessica</td>
<td>Professor of Practice</td>
<td>School of Liberal Arts</td>
<td>PhD, Louisiana State Univ &amp; A&amp;M Colg</td>
</tr>
<tr>
<td>Pollard, Kevin James</td>
<td>Postdoc Fellow</td>
<td>School of Science and Engineering</td>
<td>MFA, Ohio State University-All Campuses</td>
</tr>
<tr>
<td>Pollock, Linda A</td>
<td>Professor</td>
<td>School of Liberal Arts</td>
<td>PhD, University Of Saint Andrews - Scotland</td>
</tr>
<tr>
<td>Popescu, Ion Razvan</td>
<td>Postdoc Fellow</td>
<td>School of Medicine</td>
<td>PhD</td>
</tr>
<tr>
<td>Porras, Stephanie</td>
<td>Associate Professor</td>
<td>School of Liberal Arts</td>
<td>PhD, Courtauld Institute Of Art, United Kingdom</td>
</tr>
<tr>
<td>Porto, Mauro P</td>
<td>Associate Professor</td>
<td>School of Liberal Arts</td>
<td>PhD, University Of California-San Diego</td>
</tr>
<tr>
<td>Popash, Mordecai N</td>
<td>Associate Professor</td>
<td>School of Medicine</td>
<td>MD, New York Medical College</td>
</tr>
<tr>
<td>Prasad, Ambika</td>
<td>Lecturer</td>
<td>School of Business</td>
<td>PhD, University Of North Texas</td>
</tr>
<tr>
<td>Pratt, Lawrence R.</td>
<td>Professor</td>
<td>School of Science and Engineering</td>
<td>PhD, Univ Of Illinois @ Urbana-Champaign</td>
</tr>
<tr>
<td>Pridjian, Gabriella</td>
<td>Professor</td>
<td>School of Medicine</td>
<td>MD, Medical College Of Wisconsin</td>
</tr>
<tr>
<td>Prieto, Minolta C</td>
<td>Associate Professor</td>
<td>School of Medicine</td>
<td>PhD, Tulane University</td>
</tr>
<tr>
<td>Prilmeier, Robert</td>
<td>Assistant Professor</td>
<td>School of Business</td>
<td>PhD, Ohio State University-All Campuses</td>
</tr>
<tr>
<td>Pritchett, Jonathan B</td>
<td>Professor</td>
<td>School of Medicine</td>
<td>PhD</td>
</tr>
<tr>
<td>Qi, Lu</td>
<td>Professor</td>
<td>School of Public Health</td>
<td>PhD, Cuny Graduate Sch &amp; Univ Ctr</td>
</tr>
<tr>
<td>Prasad, Ambika</td>
<td>Lecturer</td>
<td>School of Business</td>
<td>PhD</td>
</tr>
<tr>
<td>Pratt, Lawrence R.</td>
<td>Professor</td>
<td>School of Science and Engineering</td>
<td>PhD, Univ Of Illinois @ Urbana-Champaign</td>
</tr>
<tr>
<td>Pridjian, Gabriella</td>
<td>Professor</td>
<td>School of Medicine</td>
<td>MD, Medical College Of Wisconsin</td>
</tr>
<tr>
<td>Prieto, Minolta C</td>
<td>Associate Professor</td>
<td>School of Medicine</td>
<td>PhD, Tulane University</td>
</tr>
<tr>
<td>Prilmeier, Robert</td>
<td>Assistant Professor</td>
<td>School of Business</td>
<td>PhD, Ohio State University-All Campuses</td>
</tr>
<tr>
<td>Pritchett, Jonathan B</td>
<td>Professor</td>
<td>School of Public Health</td>
<td>PhD</td>
</tr>
<tr>
<td>Qi, Lu</td>
<td>Professor</td>
<td>School of Public Health</td>
<td>PhD, Tufts University</td>
</tr>
<tr>
<td>Prieto, Minolta C</td>
<td>Associate Professor</td>
<td>School of Medicine</td>
<td>PhD, Tulane University</td>
</tr>
<tr>
<td>Prilmeier, Robert</td>
<td>Assistant Professor</td>
<td>School of Business</td>
<td>PhD, Ohio State University-All Campuses</td>
</tr>
<tr>
<td>Pritchett, Jonathan B</td>
<td>Professor</td>
<td>School of Public Health</td>
<td>PhD</td>
</tr>
</tbody>
</table>
Ramazani, Vaheed
Professor
School of Liberal Arts
PhD, University of Virginia - SFS

Ramer, Samuel C
Associate Professor
School of Liberal Arts
PhD, Columbia University

Rando, Roy J
Professor
School of Public Health
SCD, Tulane University

Rappaport, Jay
Director
Primate Center
PhD, University of Pennsylvania

Ratchford, Mark
Visiting Assistant Professor
School of Business
PhD, University of Colorado-Boulder

Ratterree, Marion S
Assistant Professor
Primate Center
DVM, Tuskegee University

Ray, Laurie C
Instructor
School of Medicine
MSN, Louisiana State Univ & A&M Colg

Raybon, Curtis L Jr.
Associate Professor
School of Liberal Arts
DMA, Louisiana State Univ & A&M Colg

Raymond, Katherine Kleinpeter
Professor of Practice
School of Science and Engineering
PhD, Tulane University

Rebekka, Aleksandra
Visiting Assistant Professor
School of Business
PhD, University of N Carolina Chapel Hill

Recile, Georgiana P
Instructor
School of Medicine
Master’s Degree, Louisiana State Univ & A&M Colg

Redfield, Wendeline Harriet
Associate Professor
School of Architecture
MARCH, University of Virginia - SFS

Reed, Linnette F
Senior Professor of Practice

Reed, Wayne F
Professor
School of Science and Engineering
PhD, Clarkson University

Reese, Carol McMichael
Professor
School of Architecture
PhD, University of Texas-Austin

Reece, Thomas F
Executive Director
Stone Center for Latin American Studies
PhD, Yale University

Reece, William Arthur Jr.
Professor of Practice
School of Business
PhD, University of Arizona

Regenstein, Fredric Gary
Professor
School of Medicine
MD, Washington University

Reemer, Gary
Professor
School of Liberal Arts
PhD, University of California (UCLA)

Reemer, Karen Weissbecker
Assistant Professor
School of Medicine
PhD, Virginia Commonwealth University

Reuber, Alexandra Maria
Senior Professor of Practice
School of Liberal Arts
PhD, Louisiana State Univ & A&M Colg

Reynaud, Peter
Clinical Assistant Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Rials, William Theodore Ph.D. (Bill)
Professor of Practice
School of Professional Advancement
MS, Mississippi State University

Ribeiro, Renata D
Professor of Practice
School of Science and Engineering
PhD, University of Missouri-St Louis

Ricchiuti, Peter Francis
Senior Professor of Practice
School of Business
MBA, University of New Orleans

Richards, Robert J
Associate Professor
School of Medicine
MD

Richardson, Sally
Associate Professor
School of Law
JD, Louisiana State Univ & A&M Colg

Riedel, Norbert
Associate Professor
School of Science and Engineering
PhD, Technische Universität München, Germany

Riley, Jonathan M
Professor
School of Liberal Arts
PhD, University Of Oxford - England

Rink, John
Instructor
School of Medicine
BS, University Of Alabama At Birmingham

Rioja, Felix
Associate Professor
School of Liberal Arts
PhD, Arizona State Univ (All Campuses)

Ritterbusch, Megan
Staff Instructor
Newcomb-Tulane College
PhD

Rivera Diaz, Fernando Cesar
Associate Professor
School of Liberal Arts
PhD, Princeton University

Ro, Joon Hyoong
Assistant Professor
School of Business
PhD, University Of Texas-Austin

Roberts, John E III
Assistant Professor
School of Medicine
MD, Tulane University

Robins, Russell P
Professor
School of Business
PhD, University Of California-San Diego

Robinson, Anne
Professor
School of Science and Engineering
PhD, Univ Of Illinois @ Urbana-Champaign

Robinson, Dean Edward
Associate Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Robinson, James E
Professor
School of Medicine
MD, Tulane University

Robinson, William R III
Professor
School of Medicine
MD, University Of Tennessee-Health Sci Ctr

Rodning, Christopher Bernard
Professor
School of Liberal Arts
PhD, University Of N C-Chapel Hill

Rodriguez, Ramon Francisco
Assistant Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Rodriguez, Raoul P
Professor
School of Medicine
MD, Tulane University

Romero, Maryellen
Assistant Professor
School of Medicine
PhD, Drexel University

Rona, Kais A
Instructor
School of Medicine
MD, University Of Southern California

Rose, Donald M
Professor
School of Public Health
PhD, University Of California, Berkeley

Rosen, Jenna
Assistant Professor
School of Medicine
PSYD, Pace University - New York

Rosensteel, George T
Professor
School of Science and Engineering
PhD, University Of Toronto - Canada

Rosenzweig, Emily
Assistant Professor
School of Business
PhD, Cornell University

Roser, Cordula
Professor of Practice
School of Architecture
BARCH, Technical University Of Berlin

Rossi, Mary Alice
Assistant Professor
School of Medicine
Rothenberg, Molly Anne  
Professor  
School of Liberal Arts  
PhD, University Of California-Irvine

Rothwell, William B  
Assistant Professor  
School of Medicine  
MD, Tulane University

Rouse, Jeffrey Christopher  
Assistant Professor  
School of Medicine  
MD, Georgetown Univ, Sch Of Medicine

Rout, Namita  
Assistant Professor  
Primate Center  
PhD

Rout, William R  
Assistant Professor  
School of Medicine  
MD, University Of Louisville

Rowan, Brian G  
Associate Professor  
School of Medicine  
PhD, Suny At Buffalo

Roy, Chad J  
Professor  
Primate Center  
PhD, University Of Iowa

Rubtsov, Igor V  
Professor  
School of Science and Engineering  
PhD, Russian Academy, Russia

Ruiz, Emmanuelle Marie-Laure  
Postdoc Fellow  
School of Medicine

Ruscher, Janet Beth  
Professor  
School of Science and Engineering  
PhD, Univ Of Massachusetts-Amherst

Russell, Katie  
Professor of Practice  
School of Science and Engineering  
PhD, Tulane University

Russell-Lodrigue, Kasi  
Associate Professor  
Primate Center  
DVM, Louisiana State Univ & A&M Colg

Russo, Ralph R.  
Professor of Practice  
School of Professional Advancement

Master's Degree, University Of Phoenix

Rutherford, Holly  
Assistant Professor  
School of Medicine  
MD, Tulane University

Rutkai, Ibolya  
Assistant Professor  
School of Medicine  
MD

Saba, Nakhle  
Associate Professor  
School of Medicine  
MD, Lebanese American University - Lebanon

Sabo, Oana Anca  
Associate Professor  
School of Liberal Arts  
PhD, University Of Southern California

Sachs, Martin L  
Professor  
School of Liberal Arts  
MFA, Florida State University

Sackey, Michael Andrew  
Senior Professor of Practice  
School of Law  
JD, Washington & Lee University

Safah, Hana  
Professor  
School of Medicine  
MD, American University Of Beirut - Lebanon

Saifudeen, Zubaida R  
Associate Professor  
School of Medicine  
MD, Tulane University

Saito, Shigeki  
Assistant Professor  
School of Medicine  
MD

Sakakeeny, Matt K  
Associate Professor  
School of Liberal Arts  
PhD, Columbia University

Sakamuri, Siva Sankara Vara Prasad  
Postdoc Fellow  
School of Medicine

Saketkoo, Lesley Ann
Associate Professor
School of Medicine
MD, Tulane University

Salerian, Justin A
Assistant Professor
School of Medicine
MD, Tulane University

Saltzman, Leia Y
Assistant Professor
School of Social Work
PhD, Boston College

Samarov, Maxim
Senior Professor of Practice
School of Liberal Arts
DMA, Michigan State University

Sammarco, Mimi C
Research Assistant Professor
School of Medicine
PhD, Louisiana State Univ & A&M Colg

Samson, Rohan
Assistant Professor
School of Medicine
MD

Sanchez Rojo, Ana P
Assistant Professor
School of Liberal Arts
PhD, University Of Chicago

Sanchez, Fernando L
Associate Professor
School of Medicine
MD

Sanchez, Michelle Hewlett
Senior Professor of Practice
School of Science and Engineering
PhD, Stanford University

Sander, Gary Edward
Clinical Professor
School of Medicine
PhD, Tulane University

Sandoval, Antony F
Professor
School of Liberal Arts
MFA, University Of Delaware

Sandoval, Nicholas Richard
Assistant Professor
School of Science and Engineering
PhD, University Of Colorado-Boulder

Sarris, Leah Renee
Instructor
School of Medicine
BS, Johnson & Wales University

Sartor, Alton O
Professor
School of Medicine
MD, Tulane University

Sato, Ryosuke
Assistant Professor
School of Medicine
PhD

Savkovic, Suzana
Associate Professor
School of Medicine
PhD, Univ Of Illinois At Chicago

Savoie, Felix H III
Professor
School of Law
LLM, University Cambridge - Trinity Coll - England

Scaraffia, Patricia Y
Assistant Professor
School of Public Health
PhD, University Of Cordoba, Spain

Scheeringa, Doctor Michael Scott
Professor
School of Medicine
MD, Indiana Univ-Purdue Univ Indpls

Scherer, Avery E
Postdoc Fellow
Office of Research

Schieffelin, John S
Assistant Professor
School of Medicine
MD, Tulane University

Schippers, Mary Angela
Professor
School of Liberal Arts
PhD, University Of Wisconsin-Madison

Schmehl, Russell
Professor
School of Science and Engineering
PhD, University Of N C-Chapel Hill

Schmid, Janet Lee
Associate Professor
School of Medicine
MD, University Of Minnesota-Twin Cities

Schmieg, John Joseph III
Assistant Professor
School of Medicine
PhD, New York University
Schneider, Mark
Visiting Assistant Professor
School of Liberal Arts
PhD, Columbia University

Schoellmann, Karis
Clinical Assistant Professor
School of Public Health
MPH, Tulane University

Schrader-Kriek, Laura
Associate Professor
School of Science and Engineering
PhD, Tulane University

Schroll, Rebecca W.
Assistant Professor
School of Medicine
MD, Saint Louis University

Schuetze, Andre
Visiting Assistant Professor
School of Liberal Arts
PhD, University Of California (Ucla)

Schuler, Timothy Michael
Senior Professor of Practice
School of Science and Engineering
PhD, Tulane University

Schwartz, Carrie Lee
Senior Professor of Practice
School of Professional Advancement
MFA, Rhode Island School Of Design

Schwartz, Kenneth A
Executive Director
School of Architecture
MARCH, Cornell University

Scott, John W Jr.
Assistant Professor
School of Medicine
PhD, University Of Oregon

Scott, Leslie A
Assistant Professor
School of Liberal Arts
MFA, California Institute Of The Arts

Seal, David W
Professor
School of Public Health
PhD, The University Of New Mexico

Seely, Bryan P
Instructor
School of Medicine
MPA, University Of Florida

Segar, Henry C
Postdoc Fellow
School of Medicine

Seicshnaydre, Stacy Elizabeth
Professor
School of Law
JD, Tulane University

Senot, Claire
Assistant Professor
School of Business
PhD, Ohio State University-All Campuses

Sens, Oliver
Associate Professor
School of Liberal Arts
PhD, King'S College- Univ Of Cambridge - England

Serou, Michael John
Assistant Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Settles, Lisa D
Assistant Professor
School of Medicine
PhD, University Of Indianapolis

Shaffer, Jeffrey George
Assistant Professor
School of Public Health
PhD, Tulane University

Shakov, Khazhgery Kh
Senior Professor of Practice
School of Science and Engineering
PhD, Tulane University

Shakya, Shasta
Visiting Assistant Professor
School of Business
PhD, Penn State University

Shamsnia, Morteza
Professor
School of Medicine
MD, University Of Southern California

Shankar, Arti
Clinical Professor
School of Public Health
PhD, Indian Institute Of Technology, India

Shantz, Daniel
Professor
School of Science and Engineering
PhD, University Of Delaware

Sharp, Daniel Benson
Associate Professor
School of Liberal Arts
PhD, University Of Texas-Austin

Shea, Maureen Elizabeth
Associate Professor
School of Liberal Arts
Sheats, Jylana L.
Assistant Professor
School of Public Health
PhD, University of Arizona

Sheffrin, Steven M
Executive Director
Murphy Institute
PhD, Massachusetts Inst Of Technology

Shen, Hui
Associate Professor
School of Public Health
PhD, Creighton University

Sherchan, Samendra Prasad
Assistant Professor
School of Public Health
PhD, University of Arizona

Sherman, Kimberly
Professor of Practice
School of Science and Engineering
PhD, University of Rhode Island

Sherman, William F
Assistant Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Sherry, Thomas W
Professor
School of Science and Engineering
PhD, University of California (UCLA)

Shi, Lizheng
Professor
School of Public Health
PhD, University of Southern California

Shoemaker, David
Professor
School of Liberal Arts
PhD, University of California-Irvine

Sholl, Andrew Blake
Associate Professor
School of Medicine
MD, Tulane University

Shroyer, Monica N
Postdoc Fellow
Primate Center

Shugur, Dale Rachel
Associate Professor
School of Liberal Arts
MFA, New York University

Sigler, Aaron Charles
Assistant Professor
School of Medicine

Sigler, Jeffrey M
Senior Professor of Practice
School of Science and Engineering
PhD, Yale University

Sikka, Suresh C
Professor
School of Medicine
PhD

Silberstein, Jonathan
Assistant Professor
School of Medicine
MD, Suny Upstate Medical University

Silio, Margarita
Associate Professor
School of Medicine
MD

Silva Acuna, Martha
Research Assistant Professor
School of Public Health
PhD, Tulane University

Silva, Gustavo Eduardo
Professor
School of Liberal Arts
PhD, University of California-San Diego

Silvestre, Eva
Clinical Assistant Professor
School of Public Health
PhD, Tulane University

Simani, Yuri
Assistant Professor
School of Medicine
MD, Institutul De Medicina Si Farmacie, Moldova

Simon, Eric E
Professor
School of Medicine
MD, University Of Chicago

Simon, Jody
Assistant Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Sims, Alexandra
Professor of Practice
School of Science and Engineering
PhD, Tulane University

Singh, Dhivraj K
Postdoc Fellow
Primate Center

Singh, Dinesh
Associate Professor
School of Medicine
Singla, Atul  
Assistant Professor  
School of Medicine  
MD

Singleton, Tammuella C  
Assistant Professor  
School of Medicine  
MD, Tulane University

Sirois, Patricia Anne  
Research Assistant Professor  
School of Medicine  
PhD, University Of New Orleans

Slaski, Alexander M  
Postdoc Fellow  
Stone Center for Latin American Studies

Sleptsov, Alexander  
Lecturer  
School of Business  
PhD, University Of Michigan - Ann Arbor

Slipman, Ronald A  
Assistant Professor  
School of Medicine  
MD, Tulane University

Sloan, Dauphine Montlaur  
Senior Professor of Practice  
School of Liberal Arts  
PhD, University Of Paris, France

Smilde, David  
Professor  
School of Liberal Arts  
PhD, University Of Chicago

Smith, Aidan Elizabeth  
Administrative Assistant Professor  
Newcomb College Institute  
PhD, University Of Hawaii At Manoa

Smith, Benjamin James  
Assistant Professor  
School of Architecture  
MARCH, Southern California Inst Of Technol

Smith, Christine P  
Professor of Practice  
School of Business  
MBA, University Of New Orleans

Smith, Eric N  
Professor of Practice  
School of Business  
MBA, Tulane University

Smith, Genevieve E PHD  
Instructor  
School of Medicine  
PhD, Louisiana State Univ & A&M Colg

Smith, Isis T  
Instructor  
School of Medicine  
MD, University Of Washington

Smith, Kiernan  
Assistant Professor  
School of Medicine  
MD

Smith, Matthew P  
Postdoc Teaching Fellow  
School of Liberal Arts  
PhD, University Of Tennessee-Knoxville

Snow, Anita Louise  
Assistant Professor  
School of Medicine  
MD, Louisiana State Univ & A&M Colg

Snow, Richard Searcy  
Professor of Practice  
School of Liberal Arts  
PhD, University Of California-San Diego

Socola, Francisco A  
Assistant Professor  
School of Medicine  
MD

Sojic, Annette M  
Senior Professor of Practice  
School of Liberal Arts  
PhD, Tulane University

Solomon, Ira  
Dean  
School of Business  
PhD, University Of Texas-Austin

Song, Kyoungsub  
Instructor  
School of Medicine  
PhD

Sonn, Julia A  
Visiting Assistant Professor  
School of Science and Engineering  
PhD, Tulane University

Sonnier, Loretta Ann  
Assistant Professor  
School of Medicine  
MD, Louisiana State Univ & A&M Colg

Soong, Herman Chuan  
Assistant Professor  
School of Medicine  
MD, Tulane University

Sparks, Nicholas  
Visiting Assistant Professor
School of Science and Engineering
PhD, Tulane University

Sparks, Randy J
Professor
School of Liberal Arts
PhD, Rice University

Spencer, Karen
Instructor
School of Medicine
MSN, Louisiana State Univ & A&M Colg

Spindt, Paul A
Professor
School of Business
PhD, University Of California-Santa Barb

Spitzer, Nicholas R
Professor
School of Liberal Arts
PhD, University Of Texas-Austin

Spruill, David
Assistant Professor
School of Medicine
MD

Srivasatav, Sudesh K
Professor
School of Public Health
PhD, Old Dominion University

Stafa, Diana
Postdoc Fellow
School of Medicine

Stafa, Mentor
Professor of Practice
School of Science and Engineering
PhD, University Of Rochester

Stanton, Erin M
Assistant Professor
School of Medicine
MD, Northwestern Univ

Steele, Claude Henry III (Chad)
Professor
School of Medicine
PhD, Louisiana State Univ & A&M Colg

Stefija, Izabela
Professor of Practice
School of Liberal Arts
PhD, University Of Toronto - Canada

Steinhardt, Michelle C
Assistant Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Stevens, Monica Leah
Assistant Professor

School of Medicine
PhD, University Of Florida

Stewart, Gregory W
Associate Professor
School of Medicine
MD

Stock, Christian
Professor of Practice
School of Liberal Arts
MFA, Tulane University

Stoecker, Charles
Assistant Professor
School of Public Health
PhD, University Of California-Davis

Stout, Nathan Phillip
Postdoc Fellow
School of Medicine
PhD, Tulane University

Stranova, Thomas J Jr.
Clinical Assistant Professor
School of Public Health
SCD, Tulane University

Straub, Kyle M
Associate Professor
School of Science and Engineering
PhD, Massachusetts Inst Of Technology

Stubbs, John H.
Senior Professor of Practice
School of Architecture
Master’s Degree, Columbia University

Stumpf, Brittany Oswald
Assistant Professor
School of Medicine
MD

Subramaniam, Venkata R
Associate Professor
School of Business
PhD, University Of Texas-Austin

Sujan, Harish
Professor
School of Business
PhD, University Of California (Ucla)

Sujan, Mita
Professor
School of Business
PhD, University Of California (Ucla)

Sulkes, Mark
Professor
School of Science and Engineering
PhD, Cornell University

Sullivan, Deborah E
Summa, Brian  
Assistant Professor  
School of Science and Engineering  
PhD, University Of Utah

Sun, Dianjianyi  
Postdoc Fellow  
School of Public Health

Sun, Jianwei  
Assistant Professor  
School of Science and Engineering  
PhD, Tulane University

Sun, Nubian  
Administrative Assistant Professor  
School of Social Work  
PhD, Clark Atlanta University

Sun, Shuhua  
Assistant Professor  
School of Business  
PhD, National University Of Singapore, Singapore

Sus, Rachana N  
Assistant Professor  
School of Medicine  
MD

Sweeney, Aaron  
Assistant Professor  
School of Medicine  
MD, Louisiana State Univ-Shreveport

Swift, Douglas A  
Clinical Associate Professor  
School of Public Health  
MD, Louisiana State Univ & A&M Colg

Syrimis, Michael G  
Associate Professor  
School of Liberal Arts  
PhD, University Of Chicago

Taggart, Julie  
Assistant Professor  
School of Medicine  
DO, Lake Erie Coll Of Osteopathic Med

Taghavi, Sharven  
Assistant Professor  
School of Medicine  
MD, Tufts Univ School Of Medicine

Talbayer, Diyar  
Associate Professor  
School of Science and Engineering

Tan, Yinliang (Ricky)  
Assistant Professor  
School of Business  
PhD, University Of Florida

Tamalet, Edwige  
Associate Professor  
School of Liberal Arts  
PhD, University Of California-San Diego

Tama, Vamsee K  
Postdoc Fellow  
School of Medicine

Tanner, Travis Joseph  
Professor of Practice  
School of Liberal Arts  
PhD, University Of California-Irvine

Taras, Raymond  
Professor  
School of Liberal Arts  
PhD, University Of Warsaw, Poland

Tasker, Jeffrey G (Jeff)  
Professor  
School of Science and Engineering  
PhD, University Of Bordeaux, France

Tate, Erica V  
Instructor  
School of Medicine  
MD, Univ Of California Los Ang Sch Med

Taylor, Caroline M  
Associate Professor  
School of Science and Engineering  
PhD, University Of California-Davis

Taylor, Catherine A  
Associate Professor  
School of Public Health  
PhD, University Of California (Ucla)
Taylor, Joshua Michael  
Assistant Professor  
Primate Center  
DVM

Taylor, Wendy K  
Clinical Instructor  
School of Medicine  
MD, Louisiana State Univ & A&M Colg

Teichgraeber, Richard F. III  
Professor  
School of Liberal Arts  
PhD, Brandeis University

Teng, Zhen  
Postdoc Fellow  
School of Medicine

Teran, Federico J  
Assistant Professor  
School of Medicine  
MD, Tulane University

Terrefe, Selamawit  
Assistant Professor  
School of Liberal Arts  
PhD, University Of California-Irvine

Teverbaugh, Lauren A  
Assistant Professor  
School of Medicine  
MD, Univ Of Illinois At Chicago

Thakur, Akanksha S  
Assistant Professor  
School of Medicine  
MD, Case Western Reserve Univ - Med

Theall, Katherine P  
Professor  
School of Public Health  
PhD, Tulane University

Thethi, Tina K  
Associate Professor  
School of Medicine  
MD

Thomas, Raju  
Professor  
School of Medicine  
MD

Thompson, John W Jr.  
Professor  
School of Medicine  
MD, University Of Texas-Austin

Thompson, Martyn  
Associate Professor  
School of Liberal Arts  
PhD, London School Of Economics, United Kingdom

Thornton, Ryder W  
Professor of Practice  
School of Liberal Arts  
MFA, Temple University

Thurman, Tonya R  
Research Associate Professor  
School of Social Work  
PhD, Tulane University

Tian, Di  
Assistant Professor  
School of Medicine  
PhD, Northwestern Univ

Tice, Sheri Teresa  
Professor  
School of Business  
PhD, Michigan State University

Tipler, Frank J  
Professor  
School of Science and Engineering  
PhD, University Of Maryland, College Park

Tomqvist, Torbjorn  
Professor  
School of Science and Engineering  
PhD, Utrecht University, Netherlands

Townley, Ian K  
Professor of Practice  
School of Science and Engineering  
PhD, University Of California-Santa Barb

Townsend Gard, Elizabeth  
Professor  
School of Law  
PhD, University Of California (Ucla)

Traina-Dorge, Vicki  
Research Associate Professor  
Primate Center  
PhD, Tulane University

Trapani, John M III  
Professor  
School of Business  
PhD, Tulane University

Trask, Beverly Ann  
Associate Professor  
School of Liberal Arts  
MFA, University Of Southern Mississippi

Travis, Molly A  
Associate Professor  
School of Liberal Arts  
PhD, Ohio State University-All Campuses

Traylor, Angela N  
Assistant Professor  
School of Medicine
MD, University Of Massachusetts Medical Center

Tremmel, Red V
Professor of Practice
School of Liberal Arts
PhD, University Of Chicago

Trigg, Allison Boothe
Associate Professor
School of Medicine
PhD, University Of Chicago

Truffa Sotomayor, Santiago
Visiting Assistant Professor
School of Business
PhD, University Of California, Berkeley

Truitt, Allison Jean
Associate Professor
School of Liberal Arts
PhD, Cornell University

Tsai, Yi-Lin
Visiting Assistant Professor
School of Business
PhD, University Of Chicago

Tsambarlis, Peter
Clinical Instructor
School of Medicine
MD, Rush University

Tsubaki, Kentaro
Associate Professor
School of Architecture
MARCH, Cranbrook Academy Of Art

Tsumagari, Koji
Instructor
School of Medicine
PhD

Turillo, Carmen
Visiting Lecturer
School of Business
PhD, Tulane University

Twiner, Emma
Instructor
School of Medicine
MS, University Of Alabama At Birmingham

Tynes, Lannis Lee
Associate Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

U

Ueltchly, Angelica M
Postdoc Fellow
School of Medicine

Umar, Meenakshi

Postdoc Fellow
School of Science and Engineering

Ungerleider, Nathan Akes
Postdoc Fellow
School of Medicine

Upadhyay, Rohit
Postdoc Fellow
School of Medicine

V

Vahidnia, Hamid
Visiting Assistant Professor
School of Business
PhD, Texas Tech University

Vail, Mark Ian
Associate Professor
School of Liberal Arts
PhD, University Of California, Berkeley

Valencia, Victoria H
Assistant Professor
School of Medicine
PhD

Valentine, Erick g
Professor of Practice
School of Business
PhD, University Of Memphis

Valli, Eduardo
Postdoc Fellow
School of Medicine

Valliant, Kristen
Clinical Assistant Professor
School of Medicine
MD, Tulane University

Van Bael, Sunshine Autumn
Assistant Professor
School of Science and Engineering
PhD, Univ Of Illinois @ Urbana-Champaign

Van Dalen, Corinne J
Clinical Instructor
School of Law
JD, University Of Florida

Van Dyke, Russell B
Professor
School of Medicine
MD, Medical College Of Wisconsin

Van Opiejen, Roeland A
Assistant Professor
School of Medicine
MD, Tulane University

Van Schoelandt, Chad Michael
Assistant Professor
School of Liberal Arts
PhD, University Of Arizona

Vander Velde, Nancy S
Associate Professor
School of Medicine
MD, Wayne State University

Vanlandingham, Mark J
Professor
School of Public Health
PhD, Princeton University

Varadharajan, Anupama
Lecturer
School of Business
MBA, University Of Rochester

Veazey, Ronald S
Professor
Primate Center
DVM, Oklahoma State University

Velkley, Richard L
Professor
School of Liberal Arts
PhD, Penn State University

Venable, Kristen Brent
Professor
School of Science and Engineering
PhD, University Of Padova, Italy

Verano, John W
Professor
School of Liberal Arts
PhD, University Of California (Ucla)

Verdon, Amber
Instructor
School of Medicine
Master’s Degree, Louisiana State Univ & A&M Colg

Verhaal, Jeffrey C
Assistant Professor
School of Business
PhD, University Of Utah

Verne, G. Nicholas
Professor
School of Medicine
MD, Suny Upstate Medical University

Vijayaraghavan, Meenakshi
Senior Professor of Practice
School of Science and Engineering
PhD, University Of Madras, India

Vincent, Maegen S
Assistant Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Wajda-Johnston, Valerie
Assistant Professor
School of Medicine
PhD, Saint Louis University

Walano, Nicolette
Instructor
School of Medicine
MS, University Of Pittsburgh

Wallace, Maeve E
Research Assistant Professor
School of Public Health
PhD, Tulane University

Wallace, Michael Mitchell
Professor of Practice
School of Professional Advancement
Master’s Degree

Wang, Alun R
Clinical Associate Professor
School of Medicine
MD

Wang, Guiguo
Professor
School of Law
SJD, Yale University

Wang, Jing
Visiting Assistant Professor
School of Liberal Arts
PhD, Rutgers, The State University Of Nj

Wang, Shusheng
Associate Professor
School of Science and Engineering
PhD, Tulane University
Wang, Xiaolei
Assistant Professor
Primate Center
PhD

Wang, Yu-Ping
Professor
School of Science and Engineering
PhD, Xi'an Jiaotong University, China

Ward, Charisse
Associate Professor
School of Medicine
MD, Boston University

Ward, Jesymn
Professor
School of Liberal Arts
MFA, University of Michigan - Ann Arbor

Wartenberg, David I
Assistant Professor
School of Medicine
MD, University of Alabama at Birmingham

Way, Jonathan
Visiting Research Professor
School of Medicine
PhD, University of California-Santa Barbara

Wee, Beth E
Senior Professor of Practice
School of Science and Engineering
PhD, Michigan State University

Weed, Jonathan Thomas
Assistant Professor
School of Medicine
MD, Tulane University

Wei, Jiang
Assistant Professor
School of Science and Engineering
PhD, University of Washington

Weidenhaft, Mandy C
Assistant Professor
School of Medicine
MD, Tulane University

Weigelt, Carmen B
Associate Professor
School of Business
PhD, Duke University

Welbaecher, Daniel O
Senior Professor of Practice
School of Liberal Arts
DMA, Louisiana State Univ & A&M Colg

Weimer, Stephen M
Associate Professor
School of Medicine

MD, Louisiana State Univ & A&M Colg

Weir, Ashley Kathleen
Assistant Professor
School of Medicine

Weiss, Ashley
Assistant Professor
School of Medicine

Weiss, Toni Lee
Senior Professor of Practice
School of Liberal Arts

Welker, Adam
Visiting Assistant Professor
School of Business
PhD, Penn State University

Welty, Emilie Taylor
Professor of Practice
School of Architecture
MARCH, Tulane University

Wenk, Carola
Professor
School of Science and Engineering
PhD, Free University of Berlin, Germany

Wennerstrom, Ashley B
Assistant Professor
School of Medicine
PhD, Tulane University

Werhan, Keith M
Professor
School of Law
JD, George Washington Univ Law Schol

Wessman, Mark B
Professor
School of Law
JD, Harvard Law School

Wesson, Dawn M
Associate Professor
School of Public Health
PhD, University of Notre Dame

West, Timothy
Professor of Practice
School of Business
PhD, University of Tennessee-Knoxville

Westley, Robert S
Professor
School of Law
PhD, Yale University

Wheeler, Philip B
Assistant Professor
School of Business
PhD, Indiana University-Bloomington

Whelton, Paul K
Clinical Professor
School of Public Health
MD, University College Cork - Ireland

White, Edward David
Professor
School of Liberal Arts
PhD, Cornell University

White, Lara E
Professor of Practice
School of Business
JD, Tulane University

White, Luann E
Professor
School of Public Health
PhD, Tulane University

White, Michele E
Professor
School of Liberal Arts
PhD, City University - England

Wickliffe, Jeffrey Kirk
Associate Professor
School of Public Health
PhD, Texas Tech University

Wiedemann, Brannon E
Assistant Professor
School of Medicine
MD, Louisiana State Univ & A&M Colg

Wiedenfeld, Logan C
Postdoc Fellow
School of Liberal Arts

Wiese, Jeffrey G
Professor
School of Medicine
MD, Johns Hopkins Univ Sch Of Medicine

Wietfeldt, Fred Eberhardt
Professor
School of Science and Engineering
PhD, University Of California, Berkeley

Wild, Brittani M.
Instructor
School of Medicine
DNP, Louisiana State Univ & A&M Colg

Wild, Laurianne G
Professor
School of Medicine
MD, Tulane University

Williams, Laura C
Assistant Professor

School of Medicine
MD, Louisiana State Univ & A&M Colg

Wiloz, Michael
Instructor
School of Medicine

White, Edward David
Professor
School of Public Health
PhD, Tulane University

Wilson, Mark J
Assistant Professor
School of Public Health
PhD, Tulane University

Wilson, Michael Stanley
Professor of Practice
School of Business
PhD, Louisiana State Univ & A&M Colg

Wimley, William C
Professor
School of Medicine
PhD, University Of Virginia - Sfs

Wiser, Mark F
Associate Professor
School of Public Health
PhD, University Of Minnesota-Twin Cities

Wisniewski, Janna M.
Research Assistant Professor
School of Public Health
PhD, Tulane University

Wolfe, Edith Angelica
Administrative Assistant Professor
Stone Center for Latin American Studies
PhD, University Of Texas-Austin

Wolfe, Justin
Associate Professor
School of Liberal Arts
PhD, University Of California (Ucla)

Womack, Anne-Marie
Professor of Practice
School of Liberal Arts
PhD, Texas A&M University

Wood, Anthony D
Lecturer
School of Business
MBA, Tulane University

Woods, Thomas C
Associate Professor
School of Medicine
PhD, University Of Alabama At Birmingham

Wu, Chengxiang
Postdoc Fellow
Primate Center

Wu, Hongju
Associate Professor
Yang, Kun
Postdoc Fellow
School of Medicine

Yang, Song-Gui
Associate Professor
School of Medicine
PhD, University At Calgary - Canada

Yest, Michael T
Senior Professor of Practice
School of Business
PhD, Tulane University

Yilmaz, Ferruh
Associate Professor
School of Liberal Arts
PhD, University Of California-San Diego

Yoachim, Ann
Professor of Practice
School of Architecture
MPH, Tulane University

Yosypiv, Ihor V
Associate Professor
School of Medicine
MD

You, Zongbing
Associate Professor
School of Medicine
PhD

Yu, Bo
Postdoc Fellow
School of Science and Engineering

Yukich, Joshua O
Assistant Professor
School of Public Health
PhD, University Of Basel, Switzerland

Zanewicz, James Richard
Instructor
School of Medicine
LLM, Univ Of Illinois @ Urbana-Champaign

Zeana, Charles H Jr.
Professor
School of Medicine
MD, Tulane University

Zekhnini, Morad
Assistant Professor
School of Business
PhD, Rice University

Zembo, Michele Marie
Associate Professor
School of Medicine

---

School of Medicine
MD, University Of Alabama At Birmingham

Wu, Tong
Professor
School of Medicine
MD

Wu, Tong
Postdoc Fellow
School of Science and Engineering

Wyland, Carrie Lynn
Senior Professor of Practice
School of Science and Engineering
PhD, Dartmouth College

X

Xia, Xiujin
Research Instructor
School of Medicine
MD

Xiao, Li
Postdoc Fellow
School of Science and Engineering

Xie, Huimin
Senior Professor of Practice
School of Liberal Arts
PhD, Ball State University

Xiong, Xu
Associate Professor
School of Public Health
MD

Xu, Huanbin
Assistant Professor
Primate Center
PhD

Xu, Lu
Assistant Professor
School of Medicine
PhD

Y

Yadav, Santosh
Postdoc Fellow
School of Medicine

Yamaguchi, Eiichiro
Research Assistant Professor
School of Science and Engineering
PhD, Univ Of Illinois @ Urbana-Champaign

Yang, Dagang
Associate Professor
School of Science and Engineering
PhD, Suny At Stony Brook

---
MD, Penn State University
Zender, Marc U
Assistant Professor
School of Liberal Arts
PhD, University At Calgary - Canada

Zeng, Shelya
Research Professor
School of Medicine
MD

Zhang, Carol Younghui
Senior Professor of Practice
School of Science and Engineering
PhD, University Of South Carolina

Zhang, Haitao
Associate Professor
School of Medicine
PhD, Suny At Buffalo

Zhao, Hanqing
Postdoc Fellow
School of Medicine

Zhao, Kun
Associate Professor
School of Science and Engineering
PhD, Georgia Institute Of Technology

Zhao, Lanjuan
Clinical Assistant Professor
School of Public Health
PhD, Swiss Tropical And Public Health Institute, Switzerland

Zhao, Mengmeng
Postdoc Fellow
School of Medicine

Zheng, Zizhan
Assistant Professor
School of Science and Engineering
PhD, Ohio State University-All Campuses

Zhigunova, Lidia Saladinovna
Professor of Practice
School of Liberal Arts
PhD, Tulane University

Zhou, QiQi
Postdoc Fellow
Primate Center

Ziani, Widade
Associate Professor
School of Medicine
PhD, University Of Maryland, Baltimore

Ziedan, Engy
Assistant Professor
School of Liberal Arts
PhD, Univ Of Illinois At Chicago

Zimmerman, Margaret
Instructor
School of Medicine
PhD

Zsombok, Andrea
Associate Professor
School of Medicine
PhD

Zumhagen-Yekple, Karen
Assistant Professor
School of Liberal Arts
PhD, University Of California, Berkeley

Zwezdaryk, Kevin
Assistant Professor
School of Medicine
PhD, Tulane University
<table>
<thead>
<tr>
<th>Index Entry</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020 University Catalog</td>
<td>3</td>
</tr>
<tr>
<td>Academic Policies</td>
<td>10</td>
</tr>
<tr>
<td>Accounting and Finance Minor</td>
<td>33</td>
</tr>
<tr>
<td>Accounting (BSAC)</td>
<td>58</td>
</tr>
<tr>
<td>Accounting Fundamentals Certificate</td>
<td>33</td>
</tr>
<tr>
<td>Accounting Minor (School of Professional Advancement)</td>
<td>34</td>
</tr>
<tr>
<td>Advanced Emergency Management Certificate (Graduate)</td>
<td>40</td>
</tr>
<tr>
<td>Advanced Security Management Certificate (Graduate)</td>
<td>40</td>
</tr>
<tr>
<td>Advertising Minor</td>
<td>34</td>
</tr>
<tr>
<td>Anthropology (PAAN)</td>
<td>58</td>
</tr>
<tr>
<td>Applied Business Certificate</td>
<td>34</td>
</tr>
<tr>
<td>Applied Business Studies Minor</td>
<td>34</td>
</tr>
<tr>
<td>Applied Computing Systems and Technology Minor</td>
<td>46</td>
</tr>
<tr>
<td>Architecture (PAAR)</td>
<td>59</td>
</tr>
<tr>
<td>Art History (PAAH)</td>
<td>59</td>
</tr>
<tr>
<td>Biology (PABI)</td>
<td>59</td>
</tr>
<tr>
<td>Business &amp; Leadership Studies (BSLS)</td>
<td>59</td>
</tr>
<tr>
<td>Business and Leadership Studies</td>
<td>33</td>
</tr>
<tr>
<td>Business Law (BSBL)</td>
<td>59</td>
</tr>
<tr>
<td>Computer Sys &amp; Technologies (CPST)</td>
<td>59</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>54</td>
</tr>
<tr>
<td>Cyber Defense Certificate (Graduate)</td>
<td>46</td>
</tr>
<tr>
<td>Cyber Leadership Certificate (Graduate)</td>
<td>46</td>
</tr>
<tr>
<td>Cyber Security, Post-Baccalaureate Certificate</td>
<td>46</td>
</tr>
<tr>
<td>Cybersecurity Management (CSMT)</td>
<td>65</td>
</tr>
<tr>
<td>Cybersecurity Management, Master of Professional Studies</td>
<td>48</td>
</tr>
<tr>
<td>Digital Design</td>
<td>37</td>
</tr>
<tr>
<td>Digital Design (DMSN)</td>
<td>67</td>
</tr>
<tr>
<td>Digital Design Major</td>
<td>37</td>
</tr>
<tr>
<td>Digital Design Minor</td>
<td>39</td>
</tr>
<tr>
<td>Digital Design Post-Baccalaureate Certificate</td>
<td>39</td>
</tr>
<tr>
<td>Digital Media and Marketing Communications Certificate</td>
<td>34</td>
</tr>
<tr>
<td>Digital Media Production (DMPR)</td>
<td>71</td>
</tr>
<tr>
<td>Economics (BSEC)</td>
<td>72</td>
</tr>
<tr>
<td>Education (EDUC)</td>
<td>72</td>
</tr>
<tr>
<td>Emergency and Security Studies</td>
<td>40</td>
</tr>
<tr>
<td>Emergency Management Certificate (Graduate)</td>
<td>41</td>
</tr>
<tr>
<td>Emergency Management (EMMT)</td>
<td>77</td>
</tr>
<tr>
<td>Emergency Management, Master of Professional Studies</td>
<td>41</td>
</tr>
<tr>
<td>English (BSEN)</td>
<td>78</td>
</tr>
<tr>
<td>English (PAEN)</td>
<td>78</td>
</tr>
<tr>
<td>Exercise Science Major</td>
<td>49</td>
</tr>
<tr>
<td>Exercise Science Minor</td>
<td>50</td>
</tr>
<tr>
<td>Faculty</td>
<td>99</td>
</tr>
<tr>
<td>Finance (BSFN)</td>
<td>79</td>
</tr>
<tr>
<td>Finance Certificate</td>
<td>35</td>
</tr>
<tr>
<td>General Legal Studies</td>
<td>44</td>
</tr>
<tr>
<td>General Legal Studies (GLSP)</td>
<td>79</td>
</tr>
<tr>
<td>General Legal Studies Minor</td>
<td>44</td>
</tr>
<tr>
<td>General Legal Studies Program</td>
<td>43</td>
</tr>
<tr>
<td>Graduate Degrees and Professional Programs</td>
<td>10</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>17</td>
</tr>
<tr>
<td>Health and Wellness Major</td>
<td>50</td>
</tr>
<tr>
<td>Health and Wellness Management, Master of Professional Studies</td>
<td>50</td>
</tr>
<tr>
<td>Health and Wellness Minor</td>
<td>51</td>
</tr>
<tr>
<td>Health and Wellness Post-Baccalaureate Certificate</td>
<td>51</td>
</tr>
<tr>
<td>History (PAHS)</td>
<td>82</td>
</tr>
<tr>
<td>Homeland Security (HMLS)</td>
<td>83</td>
</tr>
<tr>
<td>Homeland Security Major</td>
<td>41</td>
</tr>
<tr>
<td>Homeland Security Studies, Master of Professional Studies</td>
<td>42</td>
</tr>
<tr>
<td>Homeland Security Studies Minor</td>
<td>42</td>
</tr>
<tr>
<td>Homeland Security Studies Post-Baccalaureate Certificate</td>
<td>42</td>
</tr>
<tr>
<td>Human Resource Development Minor</td>
<td>35</td>
</tr>
<tr>
<td>Human Resources Development (HRDV)</td>
<td>86</td>
</tr>
<tr>
<td>Human Resources Fundamentals Certificate</td>
<td>35</td>
</tr>
<tr>
<td>Humanities - Interdisciplinary (HUMA)</td>
<td>87</td>
</tr>
<tr>
<td>Humanities Major</td>
<td>51</td>
</tr>
<tr>
<td>Information Technology</td>
<td>45</td>
</tr>
<tr>
<td>Department</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Information Technology Major</td>
<td>45</td>
</tr>
<tr>
<td>Information Technology Management, Master</td>
<td>49</td>
</tr>
<tr>
<td>Information Technology Post-Baccalaureate</td>
<td>47</td>
</tr>
<tr>
<td>Integrated Application Development Certificate</td>
<td>47</td>
</tr>
<tr>
<td>IT Strategic Planning Certificate</td>
<td>48</td>
</tr>
<tr>
<td>Journalism (JOUR)</td>
<td>87</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>49</td>
</tr>
<tr>
<td>Kinesiology (KINE)</td>
<td>87</td>
</tr>
<tr>
<td>Liberal Arts and Sciences</td>
<td>51</td>
</tr>
<tr>
<td>Liberal Arts, MLA</td>
<td>52</td>
</tr>
<tr>
<td>Louisiana Studies (LOUS)</td>
<td>91</td>
</tr>
<tr>
<td>Management (BSMT)</td>
<td>91</td>
</tr>
<tr>
<td>Marketing (BSMK)</td>
<td>92</td>
</tr>
<tr>
<td>Marketing Certificate</td>
<td>35</td>
</tr>
<tr>
<td>Marketing Minor (School of Professional</td>
<td>35</td>
</tr>
<tr>
<td>Advancement)</td>
<td></td>
</tr>
<tr>
<td>Master of Liberal Arts Courses (MLAR)</td>
<td>92</td>
</tr>
<tr>
<td>Master’s Programs Requirements</td>
<td>11</td>
</tr>
<tr>
<td>Music (PAMU)</td>
<td>96</td>
</tr>
<tr>
<td>Office of Graduate and Postdoctoral Studies</td>
<td>10</td>
</tr>
<tr>
<td>Paralegal Studies Post-Baccalaureate Certificate</td>
<td>44</td>
</tr>
<tr>
<td>Ph.D. Program Requirements</td>
<td>14</td>
</tr>
<tr>
<td>Public Relations Certificate</td>
<td>36</td>
</tr>
<tr>
<td>Public Relations Major</td>
<td>36</td>
</tr>
<tr>
<td>Public Relations Minor</td>
<td>37</td>
</tr>
<tr>
<td>Public Relations (PRPA)</td>
<td>96</td>
</tr>
<tr>
<td>Religious Studies (PARL)</td>
<td>98</td>
</tr>
<tr>
<td>School of Prof Adv (SOPA)</td>
<td>98</td>
</tr>
<tr>
<td>School of Professional Advancement</td>
<td>20</td>
</tr>
<tr>
<td>Security Management Certificate (Graduate)</td>
<td>43</td>
</tr>
<tr>
<td>Security Management, Master of Professional</td>
<td>43</td>
</tr>
<tr>
<td>Studies</td>
<td></td>
</tr>
<tr>
<td>Small Business Development Certificate</td>
<td>37</td>
</tr>
<tr>
<td>Small Business Development Minor</td>
<td>37</td>
</tr>
<tr>
<td>Social Sciences Major</td>
<td>52</td>
</tr>
<tr>
<td>Social Work (PASW)</td>
<td>98</td>
</tr>
<tr>
<td>Sociology (PASO)</td>
<td>98</td>
</tr>
<tr>
<td>Speech (SPEC)</td>
<td>98</td>
</tr>
<tr>
<td>Sport Event Security and Emergency Management</td>
<td>43</td>
</tr>
<tr>
<td>The University</td>
<td>4</td>
</tr>
<tr>
<td>Theatre (PATR)</td>
<td>98</td>
</tr>
<tr>
<td>Wellness &amp; Human Performance (WLHP)</td>
<td>98</td>
</tr>
</tbody>
</table>