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This version of the catalog was published in February of 2020 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.


Catalog Production Information

The 2020-2021 Tulane University Catalog was produced by the Office of the University Registrar in conjunction with the Office of Academic Affairs and Provost.
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, its wide selection of professional schools, the unified undergraduate college, and multiple cross-disciplinary projects already in place. He aims to create the most engaged undergraduate experience in the country through this rethinking of academic options, residential living, extracurricular activities, and more. In graduate education and research, he will foster intellectual cross-pollination that can produce solutions to some of the world’s most fundamental problems.

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

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

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

Accreditation

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

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Students and instructors are required to observe copyright laws. 

In classrooms, laboratories, and studios. Instructors and schools may impose other expectations.

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.

Computers are to be used for class-related purposes only; instructors will specify when computers may not be used.

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.

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://conduct.tulane.edu/sites/conduct.tulane.edu/files/2019-20%20Code%20w:%20Cover.pdf).

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):

1. The assignment of credit-hours to a course occurs through a formal review process conducted at the appropriate levels of faculty governance.

2. 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.

3. 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.

Curriculum Effective Date

New programs and changes to curriculum (majors, minors, or degree requirements) must be effective in fall terms and be published in that academic year’s university catalog. This policy includes changes to CIP codes, which do not appear in the university catalog, but should also only be changed effective in a Fall term. Changes approved after the catalog for that academic year is published, cannot be effective until the following academic year. The academic year is defined as the fall, spring, and summer term in that order. Students must be allowed to complete the program using any set of requirements as published in the catalog in effect at the time of their matriculation into that program. The dean of the student’s degree granting school or the dean that oversees a second major/minor can settle student disputes.
around the use of old vs. new requirements. The ultimate authority on any exceptions or exemptions for a given major, minor, or degree requirement is the dean responsible for said major, minor, or degree.

**Degree Revocation Policy**

The University reserves the right to revoke any degrees granted. A degree awarded may be revoked by the Provost if the University becomes aware that the degree should not have been granted. Examples of such findings may include a degree that was obtained by violating the Code of Student Conduct or by deception, misrepresentation, falsification of records, academic misconduct, research misconduct, or if the work submitted in fulfillment of – and indispensable to – the requirements for such degree is determined to fail to meet the academic standards that were in effect at the time the degree was awarded. In the event of a revocation of a degree, the degree will be removed from the student’s transcript, and the student will be asked to return the diploma. The Provost receives all recommendations for revocation of degrees and after consideration and review, will effectuate through the University Registrar’s Office those they determine to be warranted.

**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/sites/conduct.tulane.edu/files/2019-20%20Code%20w;%20Cover.pdf) for a full description.

**Expected Behavior at Tulane University**


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

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

**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 by 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
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/). This office can be reached at (504) 862-8433.

Grade Change Policy
A student who believes that a final grade was assigned incorrectly may request a final grade change. Final grades can be changed only in exceptional circumstances and only with the approval of the instructor, the chair of the department, and the dean or dean's designee of the college/school who offered the course. Grade changes are not allowed once a degree to which that grade applies, has been awarded.

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/).

Military Benefits
Veterans and Family Members
Tulane University is fully approved to offer instruction to students attending college under the provisions of the United States Code, Title 38, and Chapter 30, 31, 32, 33, 35, 1606, and 1607.

The University contacts for students planning to use Veterans Administration (VA) benefits should contact their respective Veterans' Certifying Officials in the following locations:

- **Newcomb-Tulane College - Undergraduate & Graduate, SoPA - Undergraduate/Graduate, Law, School of Social Work, School of Medicine (non-MD), and School of Business**
  - Office of the University Registrar
  - 110 Gibson Hall
  - 6823 St. Charles Avenue
  - New Orleans, LA 70118
  - (504) 865-5231
  - veterans@tulane.edu

- **School of Medicine (MD Only)**
  - Office of Admissions and Student Affairs
  - 131 S. Robertson St., Suite 1550
  - New Orleans, LA 70112

- **School of Public Health and Tropical Medicine (Grad Only)**
  - Office of Student Affairs and Admissions
  - 1440 Canal St., Suite 2460-8329
  - New Orleans, LA 70115

An individual planning to attend Tulane University using VA benefits must complete the following procedures:

1. Complete all requirements for admission to the University as a degree-seeking student or as a visiting student with an approved formal degree plan from another university.
2. Have an evaluation of service schools/experiences completed by the respective Office of Admission to determine any awarding of military credit.
3. In coordination with an assigned academic advisor, register for only courses that are required for completion of your selected degree.
4. Maintain satisfactory academic progress.

In compliance with the Veterans Benefits and Transition Act of 2018, section 3679(e) of Title 38, United States Code, Tulane University will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the University a certificate of eligibility for entitlement to educational assistance under Chapter 31 or Chapter 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs’ (VA) website - eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the University.
2. 90 days after the date the University certified tuition and fees following the receipt of the certificate of eligibility.

Tulane University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual...
To be eligible for the Yellow Ribbon Program:

1. Complete all requirements for admission to the University as a degree-seeking student or as a visiting student with an approved formal degree plan from another university.
2. Complete admission requirements through the Go Army Ed Portal.
3. Have an evaluation of service schools/experiences completed by the respective Office of Admission to determine any awarding of military credit.
4. Register for classes through the Go Army Ed Portal to secure available Tuition Assistance benefit.
5. Send a copy of the Tuition Assistance Voucher to the appropriate Veteran School Certifying Official to forward to Accounts Receivable.

Note: According to VA, Active Duty Service members and their spouses are not eligible to participate in the Yellow Ribbon Program.

This program allows Tulane University to voluntarily enter into an agreement with VA to fund tuition expenses that exceed the annual cap for private institutions. The institution can contribute up to 50% of those expenses and VA will match the same amount as the institution.

Conditions are as follows:

1. The Yellow Ribbon Grant is applied as a credit to the student’s account, and no cash and/or check payments will be awarded to the student.
2. The Yellow Ribbon Grant is used exclusively towards prior or current program charges.
3. The Yellow Ribbon Grant is awarded for each period in the program that the student is determined eligible and where the grant is needed.

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.

Posthumous Degree Award Policy

On rare occasions, a student meets an untimely death before their degree is conferred. In such cases, normally within one semester of degree completion, it may be appropriate for this student to be recognized for their work by means of conferring a degree posthumously. In all cases, the awarding of a posthumous degree requires Provost approval.

With the support of the academic unit and the family of the student, a request is initiated by the student’s dean. Students who are in good academic standing and are within a semester of completing their degree requirements may be recommended for a posthumous degree. The college dean will provide a recommendation along with a verification of the student’s academic standing and degree progress. Petitions shall be forwarded to the student’s dean for review and recommendation, then to the Provost for approval. If approved, the Provost will notify the appropriate dean to certify this student’s degree for degree conferral. The student’s dean will inform the Registrar’s Office of the posthumous degree certification award, and the Registrar’s Office will be responsible for the posting of the degree to the student’s record.

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 (http://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.

Transfer Credit Acceptance After Matriculation

- Transfer credit must be from a regionally accredited institution.
- Courses evaluated for transfer must be evaluated based on course content and suitability for the discipline.
- Once accepted for transfer, articulations are valid for three years, regardless of when or how often Tulane offers a course.
GRADUATE DEGREES AND PROFESSIONAL PROGRAMS

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

Office of Graduate and Postdoctoral Studies

Overview

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.

International Students and Scholars

Contact Information

6901 Willow Street
New Orleans, LA 70118

Phone: (504) 865-5208

Web: https://global.tulane.edu/oiss

Kristy Magner, Director

OISS assists Tulane’s international community with immigration, cultural adjustment, academic integration, professional growth, and personal support. OISS oversees orientation and arrival, regulatory compliance, immigration services, sponsor services and programming. The primary community served by OISS are international students in F and J status. We also welcome anyone who identifies as international (such as international students sponsored by Fulbright or dependents of people in other visa categories) to reach out to us so that we can be of support.

For academic support resources and other information, please make an appointment with one of our advisors or visit our website (https://global.tulane.edu/oiss/).

Academic Policies

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 (https://conduct.tulane.edu/sites/conduct.tulane.edu/files/2019-20%20Code%20w%20Cover.pdf), regulations concerning student behavior and for the resolution of conduct cases.

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

Graduate Council

The Graduate Council 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: h (http://tulane.edu/ogps/graduate-council.cfm)https://ogps.tulane.edu/graduate-council (https://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/)

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.
**Childbirth and Planned Educational Leave Policies**

Graduate students may be eligible for childbirth or planned educational leave. Please see the policies below for further information.

- Childbirth Leave Policy FAQ (https://ogps.tulane.edu/sites/g/files/rdw1126/f/FAQs%20Childbirth%20Leave%20Policy.pdf)
- Planned Educational Leave Policy (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Pelp%20Final.pdf)

**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.

**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.

**Tuition and Fees**

Tuition and fees rate schedules are established at the university level; however, some fees, such as dissidentor 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.

**Unified Code of Graduate Student Academic Conduct**

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


**Professional Codes of Academic Conduct and Professionalism**

In addition to the Unified Code of Graduate Student Academic Conduct, some professional schools have additional, specific codes of conduct related to academics, research, and professional conduct.

- Law School: Student Handbook, Honor Code, and Other Policies (https://law.tulane.edu/policies/)
- School of Medicine: Student Handbook (https://medicine.tulane.edu/sites/medicine.tulane.edu/files/Student%20Handbook%20October10.19.18%20FINAL.pdf)

**General Policies, Guidelines, and Schedules**

- Guidelines and Policies for Graduate Assistants (https://ogps.tulane.edu/sites/g/files/rdw1126/f/FINALIZED%20GUIDELINES%20AND%20POLICIES%20FOR%20GRADUATE%20ASSISTANTS.pdf)
- 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)
- 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.
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 a 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-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 enroll for a minimum of three hours per semester (exclusive of Summer Session). 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 a period of leave will be considered in continuous registration without any payment of fee.

Full-Time 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. To hold a Tulane-sponsored fellowship, scholarship, or assistantship, a student must be in full-time status. Off-campus employment may disqualify a student from receiving a Tulane-sponsored fellowship, scholarship, or assistantship.

Part-Time Status

Part-time status consists of registration for less than nine hours of graduate credit per semester. In such cases, the department or the program committee can provide no certification 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, or by the dean of the appropriate school. In general, no more than 50% of all credits for a graduate degree may be transferred from another university or program. Some programs may allow fewer transfer credits and/or limit the applicability of transfer credits to degree programs. Please see the Graduate Credit Transfer Policy (https://ogps.tulane.edu/sites/ogps.tulane.edu/files/Graduate%20Credit%20Transfer%20Policy_0.pdf) for more details.

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 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.

Dual Degree Programs

Tulane offers a number of dual degree programs with the master's degree. In all instances, the student must fulfill the requirements for each degree in order for the dual degrees to be conferred.

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:

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A</td>
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<td>A-</td>
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<td>B+</td>
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<td>B</td>
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<tr>
<td>B-</td>
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</table>

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

C

C-

D+

D

D-

F

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.

R 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.

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

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:

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<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.

The Graduate Student Dismissal Policy, (https://ogps.tulane.edu/sites/ogps.tulane.edu/files/Graduate%20Student%20Dismissal%20Policy.pdf) outlines the standards and review process for probation and dismissal on the basis of academic or research performance. It is distinct from policies concerning academic misconduct or student conduct based dismissals.

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

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

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

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

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

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

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

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

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

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

Minimum Credit Hour Requirements

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

Continuous Registration Requirement

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

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

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

Residency

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

Full-Time Registration Status

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

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

Part-Time Registration Status

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

Transfer Credit

Acceptance of graduate credit for work done at other graduate institutions or in another division of Tulane must be approved by the department or program concerned and by the dean of the appropriate school. In general, no more than 50% of all credits for a graduate degree may be transferred from another university or program. Some programs may allow fewer transfer credits and/or limit the applicability of transfer credits to degree programs. Please see the Graduate Credit Transfer Policy (https://ogps.tulane.edu/sites/ogps.tulane.edu/files/Graduate%20Credit%20Transfer%20Policy_0.pdf) for more details.

Tenure for Degree Students

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

Dual Degree Programs

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

Dissertation Committees

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

Admission to Candidacy

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

The Prospectus

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

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

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

Additional Requirements

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

Registration Policies and Procedures

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

Change of Courses

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

Change of Departmental Program

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

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<td>A course in which a grade of C+ or less is earned cannot be counted toward a graduate degree.</td>
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<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>
<tr>
<td>W</td>
<td>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.</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

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.
- Possibility of danger to the health of the student or to other students if enrollment is continued.
- 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.

The Graduate Student Dismissal Policy, (https://ogps.tulane.edu/sites/ogps.tulane.edu/files/Graduate%20Student%20Dismissal%20Policy.pdf) outlines the standards and review process for probation and dismissal on the basis of academic or research performance. It is distinct from policies concerning academic misconduct or student conduct based dismissals.

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
Tulane offers research-oriented graduate programs leading to PhD, MA, MFA, and MS degrees through the Schools of Architecture, Business, Law, Liberal Arts, Medicine, Public Health & Tropical Medicine, Science & Engineering, and Social Work. Professional degrees are available at both the master’s and doctoral levels in the Schools of Architecture, Business, Law, Medicine, Public Health & Tropical Medicine, and Social Work. The School of Professional Advancement, the university’s continuing education division, sponsors a Master of Liberal Arts and a Master of Professional Studies. Joint degrees are available in several fields.

Ph.D., M.A., M.S., Professional Degree
- School of Architecture (https://catalog.tulane.edu/architecture/)
- A. B. Freeman School of Business (https://catalog.tulane.edu/business/)
- School of Law (https://catalog.tulane.edu/law/)
- School of Medicine (https://catalog.tulane.edu/medicine/)
- School of Public Health & Tropical Medicine (https://catalog.tulane.edu/public-health-tropical-medicine/)
- School of Social Work (https://catalog.tulane.edu/social-work/)

Ph.D., M.A., M.F.A., M.S. only
- School of Liberal Arts (https://catalog.tulane.edu/liberal-arts/)
- School of Science & Engineering (http://tulane.edu/sse/)

Master of Liberal Arts, Master of Professional Studies
- School of Professional Advancement (p. 25)

Architecture
Tulane School of Architecture
Richardson Memorial
New Orleans, LA 70118
tel 504-865-5839
fax 504-862-8798
Graduate Programs

- Architectural Research and Design, M.S.Arc [catalog.tulane.edu/architecture/architecture/architecture-research-design/]
- Architecture, M.Arch [catalog.tulane.edu/architecture/architecture-march/]
- Preservation Studies, MPS [catalog.tulane.edu/architecture/preservation/preservation-studies-mps/]
- Sustainable Real Estate Development, MSR [catalog.tulane.edu/architecture/real-estate-development/sustainable-real-estate-development-msr/]

Certificate Programs

- Preservation Studies Certificate (Graduate) [catalog.tulane.edu/architecture/preservation/preservation-studies-cer/]
- Sustainable Real Estate Development Certificate (Graduate) [catalog.tulane.edu/architecture/real-estate-development/sustainable-real-estate-development-cer/]

Business

A. B. Freeman School of Business
Goldring/Woldenberg Business Complex
7 McAlister Drive
Tulane University
New Orleans, LA 70118
tel 504-865-5410
fax 504-865-6748

Graduate Programs

- Accounting, MACCT [catalog.tulane.edu/business/accounting/accounting-mac/]
- Alliance Global MBA with Baltic Management Institute, IESA, ITAM, Shanghai Jiao Tong University, University of the Andes, and Xiamen University, MMG [catalog.tulane.edu/business/global-management/business-alliance-global-mba/]
- Business Administration, Executive MBA [catalog.tulane.edu/business/mba/business-executive-mba/]
- Business Administration, Fast Track MBA [catalog.tulane.edu/business/mba/fast-track-mba/]
- Business Administration, Full-Time MBA [catalog.tulane.edu/business/mba/business-full-time-mba/]
- Business Administration, Professional MBA [catalog.tulane.edu/business/mba/business-professional-mba/]
- Business Analytics, MAN [catalog.tulane.edu/business/business-analytics/business-analytics-man/]
- Business, PhD [catalog.tulane.edu/business/finance/business-phd/]
- Energy, MME [catalog.tulane.edu/business/energy/business-mme/]
- Finance, MFN [catalog.tulane.edu/business/finance/finance-mfn/]
- International EMBA with University of Chile, Centrum, & ICESI [catalog.tulane.edu/business/mba/business-international-executive-mba/]
- Management, MMG [catalog.tulane.edu/business/management/business-mmg/]
- Master of Finance with Universidad Francisco Marroquin and UCASS, MFN [catalog.tulane.edu/business/finance/international-finance-mfn/]
- Master of Management in Energy with UCASS [catalog.tulane.edu/business/energy/business-international-mme/]
- Master of Management with Universidad Francisco Marroquin, MMG [catalog.tulane.edu/business/management/master-management-mmg/]

Law

School of Law
Weinmann Hall, 6329 Freret Street
New Orleans, LA 70118
tel 504-865-5939
fax 504-865-6748

Graduate Programs

- Admiralty, LMA [catalog.tulane.edu/law/master-laws/admiralty-lma/]
- American Law, AML [catalog.tulane.edu/law/master-laws/american-law-aml/]
- Doctor of Juridical Science [catalog.tulane.edu/law/doctor-juridical-studies/]
- Energy & Environment, MEL [catalog.tulane.edu/law/master-laws/environmental-law-mel/]
- General Law, LLM [catalog.tulane.edu/law/master-laws/general-law-llm/]
- International and Comparative Law, LMI [catalog.tulane.edu/law/master-laws/international-law-lmi/]
- Juris Doctor [catalog.tulane.edu/law/juris-doctor/]
- Master of Jurisprudence [catalog.tulane.edu/law/master-jurisprudence/]

Certificate Programs

- Civil Law Certificate [catalog.tulane.edu/law/juris-doctor/certificate/civil-law-certificate/]
- Environmental Law Certificate [catalog.tulane.edu/law/juris-doctor/certificate/environmental-law-certificate/]
- European Legal Studies Certificate [catalog.tulane.edu/law/juris-doctor/certificate/european-legal-studies-certificate/]
- International and Comparative Law Certificate [catalog.tulane.edu/law/juris-doctor/certificate/international-comparative-law-certificate/]
- Maritime Law Certificate [catalog.tulane.edu/law/juris-doctor/certificate/maritime-law-certificate/]
- Sports Law Certificate [catalog.tulane.edu/law/juris-doctor/certificate/sports-law-certificate/]

https://catalog.tulane.edu/business/energy/business-executive-mba/
https://catalog.tulane.edu/business/energy/business-international-mme/
Graduate Programs

- Anthropology, MA (https://catalog.tulane.edu/liberal-arts/anthropology/anthropology-ma/)
- Anthropology, PhD (https://catalog.tulane.edu/liberal-arts/anthropology/anthropology-phd/)
- Art History, MA (https://catalog.tulane.edu/liberal-arts/art/art-history-ma/)
- Art Studio, MFA (https://catalog.tulane.edu/liberal-arts/art/art-studio-mfa/)
- City, Culture, and Community, PhD (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/city-culture-community-phd/)
- Classical Studies, MA (https://catalog.tulane.edu/liberal-arts/classical-studies/classical-studies-ma/)
- Computational Linguistics, MA (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/linguistics/computationallinguistics-ma/)
- Economics Analysis and Policy, PhD (https://catalog.tulane.edu/liberal-arts/economics/economics-analysis-policy-phd/)
- English, MA (https://catalog.tulane.edu/liberal-arts/english/english-ma/)
- French Studies, MA (https://catalog.tulane.edu/liberal-arts/french-italian/french-studies-ma/)
- French Studies, PhD (https://catalog.tulane.edu/liberal-arts/french-italian/french-studies-phd/)
- History, MA (https://catalog.tulane.edu/liberal-arts/history/history-ma/)
- History, PhD (https://catalog.tulane.edu/liberal-arts/history/history-phd/)
- Interdisciplinary Dance Performance, MFA (https://catalog.tulane.edu/liberal-arts/theatre-dance/interdisciplinary-dance-performance-mfa/)
- Latin American Studies and Art History, PhD (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/latin-american-studies/latin-american-art-phd/)
- Latin American Studies, MA (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/latin-american-studies/latin-american-studies-ma/)
- Latin American Studies, PhD (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/latin-american-studies/latin-american-studies-phd/)
- Linguistics, MA (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/linguistics/linguistics-ma/)
- Linguistics, PhD (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/linguistics/linguistics-phd/)
- Music, MA (https://catalog.tulane.edu/liberal-arts/music/music-ma/)
- Music, MFA (https://catalog.tulane.edu/liberal-arts/music/music-mfa/)
- Philosophy, MA (https://catalog.tulane.edu/liberal-arts/philosophy/philosophy-ma/)
- Philosophy, PhD (https://catalog.tulane.edu/liberal-arts/philosophy/philosophy-phd/)
- Policy Economics, MA (https://catalog.tulane.edu/liberal-arts/economics/policy-economics-ma/)
- Political Science, PhD (https://catalog.tulane.edu/liberal-arts/political-science/political-science-phd/)
- Spanish and Portuguese, MA (https://catalog.tulane.edu/liberal-arts/spanish-portuguese/spanish-portuguese-ma/)
- Spanish and Portuguese, PhD (https://catalog.tulane.edu/liberal-arts/spanish-portuguese/spanish-portuguese-phd/)
- Spanish, MA (https://catalog.tulane.edu/liberal-arts/spanish-portuguese/spanish-ma/)
- Theatre Design and Production, MFA (https://catalog.tulane.edu/liberal-arts/theatre-dance/theatre-design-production-mfa/)

Medicine

Graduate Program in Biomedical Sciences
1430 Tulane Avenue, #8025
New Orleans, LA 70112
Phone: 504-988-5226
Fax: 504-988-2945

Medicine

School of Medicine
1131 S. Robertson Street
New Orleans, LA 70112
Phone: 504-988-5462
Fax: 504-988-2945

Professional Program
- Medicine, MD (https://catalog.tulane.edu/medicine/medicine/medicine-md/)

Combined Degrees
- MD/MBA (https://catalog.tulane.edu/medicine/combined-degrees/md-mba/)
- MD/MPH (https://catalog.tulane.edu/medicine/combined-degrees/md-mph/)
- MD/MS in Bioethics (https://catalog.tulane.edu/medicine/combined-degrees/md-ms-bioethics/)
- MD/PhD (https://catalog.tulane.edu/medicine/combined-degrees/md-phd/)

Graduate Medical Education
1430 Tulane Avenue, #8025
New Orleans, LA 70112
Phone: 504-988-5464
Fax: 504-988-6789

- Residency & Fellowship Programs (https://catalog.tulane.edu/medicine/#officeofgraduatemedicaleducationtext)

Graduate Program in Biomedical Sciences
1430 Tulane Avenue
New Orleans, LA 70112
Phone: 504-988-5226
Fax: 504-988-3779
Graduate Program

- Aging Studies, PhD (https://catalog.tulane.edu/medicine/tulane-center-for-aging/aging-studies-phd/)
- Anatomic Pathology, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/anatomic-pathology-ms/)
- Anatomy Research, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/anatomy-research-ms/)
- Anatomy, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/anatomy-ms/)
- Biochemistry, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/biochemistry-ms/)
- Bioethics and Medical Humanities, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/bioethics-medical-humanities-ms/)
- Biomedical Sciences, PhD (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/biomedical-sciences-phd/)
- Clinical Anatomy, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/clinical-anatomy-ms/)
- Clinical Research Methods, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/clinical-research-methods-ms/)
- Clinical Research, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/clinical-research-ms/)
- MD/MBA (https://catalog.tulane.edu/medicine/combined-degrees/md-mba/)
- MD/MPH (https://catalog.tulane.edu/medicine/combined-degrees/md-mph/)
- MD/MS in Bioethics (https://catalog.tulane.edu/medicine/combined-degrees/md-ms-bioethics/)
- MD/PhD (https://catalog.tulane.edu/medicine/combined-degrees/md-phd/)
- Medical Genetics and Genomics, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/medical-genetics-genomics-ms/)
- Microbiology and Immunology, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/microbiology-immunology-ms/)
- Molecular and Cellular Pathobiology, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/molecular-cellular-pathobiology-ms/)
- Molecular Medicine, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/molecular-medicine-ms/)
- Pharmacology, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/pharmacology-ms/)
- Physiology, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/physiology-ms/)

Tulane Center for Aging
1430 Tulane Ave., SL-12
New Orleans, LA 70112
tel 504-988-3369
- Aging Studies, Phd (https://catalog.tulane.edu/medicine/tulane-center-for-aging/aging-studies-phd/)

Professional Advancement

School of Professional Advancement
125 Gibson Hall
New Orleans, LA 70118
504-865-5555

Graduate Programs

- Cybersecurity Management, Master of Professional Studies (p. 61)
- Emergency Management, Master of Professional Studies (p. 55)
- Health and Wellness Management, Master of Professional Studies (p. 63)
- Homeland Security Studies, Master of Professional Studies (p. 63)
- Information Technology Management, Master of Professional Studies (p. 56)
- Liberal Arts, Master of Liberal Arts (https://catalog.tulane.edu/professional-advancement/humanities-social-sciences/liberal-arts-mla/)
- Public Administration, MPA (https://catalog.tulane.edu/professional-advancement/public-administration/public-administration-mpa/)
- Security Management, Master of Professional Studies (p. 57)
- Sport Studies, Master of Professional Studies (https://catalog.tulane.edu/professional-advancement/kinesiology/sport-studies-mpsr/)

Certificates

- Advanced Emergency Management Certificate (Graduate) (p. 55)
- Advanced Security Management Certificate (Graduate) (p. 55)
- Corporate Wellness Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/humanities-social-sciences/liberal-arts-mla/)
- Cyber Defense Certificate (Graduate) (p. 65)
- Cyber Leadership Certificate (Graduate) (p. 65)
- Cyber Technology Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/information-technology/cyber-tech-cer/)
- Economic Development Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/economic-development-cert/)
- Emergency Management Certificate (Graduate) (p. 55)
- Environmental Management & Resilience Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/environmental-management-resilience-cert/)
- Health Leadership Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/humanities-social-sciences/liberal-arts-mla/)
- Health Strategy and Financial Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/health-strategy-financial-management-cert/)
- IT Strategic Planning Certificate (Graduate) (p. 60)
Public Health

Public Health & Tropical Medicine

School of Public Health & Tropical Medicine

1440 Canal St., Ste 2400
New Orleans, LA 70112
tel 504-988-5388
fax 504-988-0907

- Biostatistics, MS (https://catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-ms/)
- Biostatistics, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-phd/)
- BS/MHA Joint Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bs-mha/)
- BS/MPH, MSPH or MPH&M Joint Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bs-mpm-mpshmp/)
- BSPH/MPH or MSPH or MPHTM or MHA Combined Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bs-mpm-mpshmp/)
- Clinical Investigation, MS (https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/clinical-investigation-ms/)
- Disaster Management, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/disaster-management-mph/)
- Environmental Health Science, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/global-environmental-health-science-phd/)
- Environmental Health Sciences, MSPH (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/environmental-health-sciences-msp/)
- Epidemiology, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-mph/)
- Epidemiology, MS (https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-ms/)
- Epidemiology, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-phd/)
- Health Policy and Management, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-policy-management-phd/)
- Health Policy, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-policy-management-mph/)
- Industrial Hygiene, MSPH (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/environmental-health-industrial-hygiene-msp/)
- JD/MPH or MHA Joint Degrees (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/jd-mpm-mha/)
- Master Health Administration, MHA (https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/master-health-administration-mha/)
- MBA/MHA Joint Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/mbs-mpm-mha/)
- MD/MPH or MSPH or MPHTM Joint Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/md-mpm-mpshmp/)
Science and Engineering

School of Science & Engineering [link]
201 Lindy Boggs Center
New Orleans, LA 70118
tel 504-865-5764
fax 504-862-8747

- Applied Mathematics, MS [link]
- Behavioral Health, MS [link]
- Bioinnovation, PhD [link]
- Biomedical Engineering, MS [link]
- Biomedical Engineering, PhD [link]
- Cell and Molecular Biology, MS [link]
- Cell and Molecular Biology, PhD [link]
- Chemical and Biomolecular Engineering, MS [link]
- Chemical and Biomolecular Engineering, PhD [link]
- Chemistry, PhD [link]
- Computer Science, PhD [link]
- Earth and Environmental Sciences, MS [link]
- Earth and Environmental Sciences, PhD [link]
- Ecology and Evolutionary Biology, MS [link]
- Ecology and Evolutionary Biology, PhD [link]
- Interdisciplinary, MS [link]
- Interdisciplinary, Ph.D [link]
- Materials Physics and Engineering, PhD [link]
- Materials Science and Engineering, MS [link]
- Mathematics, MS [link]
- Mathematics, PhD [link]
- Neuroscience, MS [link]
- Neuroscience, PhD [link]
- Physics, MS [link]
- Physics, PhD [link]
- Psychology, MS [link]
- Psychology, PhD [link]
- Statistics, MS [link]

Social Work

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

- Social Work, DSW [link]
- Social Work, MSW [link]

Catalog Page: 24
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 for a diverse student population.

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.

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. 52)
• Exercise Science Major (p. 62)
• General Legal Studies (p. 58)
• Health and Wellness Major (p. 63)
• Homeland Security Major (p. 55)
• Humanities Major (https://catalog.tulane.edu/professional-advancement/humanities-social-sciences/humanities-ba/)
• Information Technology Major (p. 59)
• Public Relations Major (p. 50)
• Social Sciences Major (https://catalog.tulane.edu/professional-advancement/humanities-social-sciences/social-sciences-ba/)

MASTER'S DEGREE PROGRAMS

• Cybersecurity Management, Master of Professional Studies (p. 61)
• Emergency Management, Master of Professional Studies (p. 55)
• Health and Wellness Management, Master of Professional Studies (p. 63)
• Homeland Security Studies, Master of Professional Studies (p. 56)
Minors

- Advertising Minor (p. 49)
- Applied Business Studies Minor (p. 49)
- Exercise Science Minor (p. 63)
- Game Art & Animation Minor (https://catalog.tulane.edu/professional-advancement/digital-design/game-art-animation-minor/)
- General Legal Studies Minor (p. 58)
- Graphic Design Minor (https://catalog.tulane.edu/professional-advancement/digital-design/graphic-design-minor/)
- Health and Wellness Minor (p. 64)
- Homeland Security Studies Minor (p. 56)
- Human Resource Development Minor (p. 49)
- Information Technology Minor (https://catalog.tulane.edu/professional-advancement/information-technology/technology-minor/)
- Interactive Design Minor (https://catalog.tulane.edu/professional-advancement/digital-design/interactive-design-minor/)
- Marketing Minor (School of Professional Advancement) (p. 50)
- Public Relations Minor (p. 51)
- Small Business Development Minor (p. 52)
- Teaching, Learning, and Training Minor (https://catalog.tulane.edu/professional-advancement/teacher-preparation/teaching-learning-training-minor/)

Certificates

- Accounting Fundamentals Certificate (p. 48)
- Advanced Emergency Management Certificate (Graduate) (p. 55)
- Advanced Security Management Certificate (Graduate) (p. 55)
- Applied Business Certificate (p. 49)
- Corporate Wellness Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/sport-studiesmpr/corporate-wellness-cert/)
- Cyber Defense Certificate (Graduate) (p. 60)
- Cyber Leadership Certificate (Graduate) (p. 60)
- Cyber Technology Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/information-technology/cyber-tech-cer/)
- Digital Design Post-Baccalaureate Certificate (p. 53)
- Digital Media and Marketing Communications Certificate (p. 49)
- Economic Development Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/economic-development-cert/)
- Emergency Management Certificate (Graduate) (p. 55)
- Environmental Management & Resilience Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/env-mgmt-resilience-cert/)
- Health and Wellness Post-Baccalaureate Certificate (p. 64)
- Health Leadership Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/health-leadership-cert/)
- Health Strategy and Financial Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/health-strategy-financial-management-cert/)
- Homeland Security Studies Post-Baccalaureate Certificate (p. 56)
- Human Resources Fundamentals Certificate (p. 50)
- IT Strategic Planning Certificate (Graduate) (p. 60)
- K-12 Education Leadership Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/k-12-ed-leadership-cert/)
- Marketing Certificate (p. 50)
- Nonprofit and Strategic Philanthropy Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/npo-strat-phil-mgmt-cert/)
- Paralegal Studies Post-Baccalaureate Certificate (p. 58)
- Public Relations Certificate (p. 50)
- Secondary Education (Grades 6-12) Post-Baccalaureate Certificate (https://catalog.tulane.edu/professional-advancement/teacher-preparation/teacher-prep-secondary-cert/)
- Security Management Certificate (Graduate) (p. 57)
- Small Business Development Certificate (p. 51)
- Sport Administration Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/sport-studiesmpr/sport-administration-cert/)
- Sport Coaching Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/sport-coaching-cert/)
- Sport Security Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/sport-security-certificate-graduate/)
- Technology Architecture Certificate (Graduate) (p. 61)
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 program director and 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

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.

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.

Interdivisional Transfer

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

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

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

**Transfer Credit**

**Undergraduate Students**

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

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

Work from such regionally accredited colleges is transferred at the value in credits/hours for which it was awarded if a grade of C or higher was earned and if an equivalent Tulane course exists. Credits earned while enrolled at other schools of Tulane University may be applied toward a SoPA degree programs; consult your academic advisor to find out if this is possible for you. Students transferring from a school using a quarter, rather than the semester, system are awarded two-thirds of a semester hour for each quarter hour credit.

Students with transfer credits should see an academic advisor before the end of their first semester to have their credits evaluated. When transcripts are received, students will be notified via a receipt of transcript acknowledgement sent to their Tulane email accounts. Students who do not receive a transcript receipt within a reasonable time frame should contact the SoPA Records Manager to check the status. Transfer credit requested for academic work done more than 10 years prior to admission to SoPA is subject to review by SoPA. Courses transferred from other institutions are not included in the calculation of grade-point average.

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

**Graduate Students**

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

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

**Credit for Life and Work Experience**

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

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

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

**Credit by Examination**

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

The table below lists the CLEP tests accepted by SoPA, the corresponding Tulane course, and the minimum required passing score.
<table>
<thead>
<tr>
<th>Exam Name</th>
<th>Tulane Class</th>
<th>Minimum Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Accounting</td>
<td>BSAC 1120 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 Fundamentals of IS &amp; IT</td>
<td>66</td>
</tr>
<tr>
<td>Humanities</td>
<td>PAHM 2010 Humanities</td>
<td>55</td>
</tr>
<tr>
<td>American Government</td>
<td>POLA 2100 American Government</td>
<td>50</td>
</tr>
<tr>
<td>Introductory Sociology</td>
<td>SOCI 2010 Foundations of Sociology</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 Introductory Psychology</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 Introduction to Human Resources</td>
<td>53/434</td>
</tr>
<tr>
<td>Money and Banking</td>
<td>BSNF 3310 Money and Banking</td>
<td>54/434</td>
</tr>
<tr>
<td>Organizational Behavior</td>
<td>BSMT 3340 Organizational Behavior</td>
<td>52/434</td>
</tr>
<tr>
<td>Principles of Finance</td>
<td>BSNF 2210 Introduction to Finance</td>
<td>53/434</td>
</tr>
<tr>
<td>Intro to World Religions</td>
<td>PARL 3330 Introduction to World Religions</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>
</tbody>
</table>

**Portfolio Assessment Credit**

SoPA is dedicated to helping working adults advance their careers through flexible degree programs that align with their goals and schedules. For those who are returning to school with a repertoire of professional experience, portfolio assessment offers an opportunity to earn credit for life and work experience. The portfolios are assessed by a qualified faculty member.

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

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

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

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

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

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

**Military and Public Safety Training**

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

Registration Policies and Procedures

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

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

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

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

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

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

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

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

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

Changes to Academic Records

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

Retention of Academic Records

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

Add/Drop Policy

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

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>0.67</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 GPA as an F = 0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn passing, not used in GPA computation</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory, not used in GPA computation (C- or above) but counted in earned hours</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory, not used in GPA computation (below C-) and earns no credit</td>
</tr>
<tr>
<td>AU</td>
<td>Audit, not used in GPA computation</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete, no grade points = 0.00</td>
</tr>
</tbody>
</table>

Satisfactory/Unsatisfactory

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

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

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

Audit

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

Incompletes

An incomplete grade is given at the discretion of the instructor. It allows a maximum extension of 30 business days after the end of the term for the completion of the coursework. If the work has not been submitted by the deadline, the incomplete is converted to 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

Undergraduate 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 unless they have program director approval. 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. Graduates students may not enroll in more than 9 credits per semester without approval of the program director.
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 Hours</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.

**Academic Integrity**

**Code of Academic Conduct**
The integrity of the School of Professional Advancement is based on the absolute honesty of the entire community in all academic endeavors. As part of the Tulane University community, undergraduate students have certain responsibilities regarding work that forms the basis for the evaluation of their academic achievement. Students are expected to be familiar with these responsibilities at all times. No member of the university community should tolerate any form of academic dishonesty because the scholarly community of the university depends on the willingness of both instructors and students to uphold the Undergraduate Code of Academic Conduct. When a violation of the Undergraduate Code of Academic Conduct is observed, it is the duty of every member of the academic community who has evidence of the violation to take action. Students should take steps to uphold the Undergraduate Code of Academic Conduct by reporting any suspected offense to the instructor or the Chair of the Honor Board. Students should under no circumstances tolerate any form of academic dishonesty. Students may report alleged violations directly to faculty members. Students may also report them anonymously through
the “Report a Concern” portal maintained and monitored by the Office of Student Conduct.

In all work submitted for academic credit, students are expected to represent themselves honestly. The presence of a student’s name on any work, including group papers or projects, submitted in completion of an academic assignment is considered to be an assurance that the work and ideas are the result of the student’s own intellectual effort, stated in their own words, and produced independently, unless clear and explicit acknowledgment of the sources for the work and ideas is included (with the use of quotation marks when quoting someone else’s words). This principle applies to papers, tests, homework assignments, artistic productions, laboratory reports, computer programs, and other assignments.

All new students should familiarize themselves with this Undergraduate Code of Academic Conduct. Lack of familiarity with the code or with the precise application of its principles to any specific instance is not an excuse for noncompliance with it.

**ARTICLE I: Definitions**

The terms below are used throughout this document and are defined as follows:

1. “Appellate Panel” means any person or persons from the Honor Board authorized by the Associate Dean to consider an appeal of an Honor Board hearing panel’s determination or from the sanctions imposed in a particular situation.
2. “Chairperson” means the chair of an Honor Board hearing panel.
4. “Dean” means the Dean of the School of Professional Advancement.
5. “School” means the School of Professional Advancement.
6. “College Official” means any person employed by the School to perform administrative or professional responsibilities.
7. “Complainant” is the person who submits a charge alleging that a student violated the Code. In most cases, complainants should be instructors of record or directors of academic programs, rather than graduate teaching assistants or other students.
8. “Chair of the Honor Board” refers to the Assistant Dean of Student Support and Success who serves as chair of the Honor Board process. This chairperson advises the Associate Dean on reported cases.
9. “Faculty Chair of the Honor Board” refers to the faculty member assigned by the Associate Dean to co-chair the proceedings.
10. “Honor Board” means those persons who may from time to time be asked to serve on an Honor Board panel.
11. “Honor Board Hearing Panel” means any person or persons authorized by the Chair of the Honor Board to determine in a particular situation whether a student has violated the Code and to recommend sanctions that may be imposed when a rules violation has been committed.
12. “Instructor” means any person who conducts classroom or teaching activities for Tulane University, or who is otherwise considered by the university to be a member of its faculty.
13. “Member of the University Community” means any person who is a student, instructor, College Official, or any other person employed by Tulane University. A person’s status shall be determined by the Associate Dean.
14. “College records” refers to the records of Code violations in Tulane’s systems. The School of Professional Advancement keeps records of cases involving findings of responsibility, including administrative disposition. Record keeping procedures will be performed with due diligence and in compliance with the law and best practices in the field.
15. “Permanent records” refers to sanctions that are noted on student transcripts: expulsions, degree rescissions and a “WF” appear on a student’s transcript permanently.
16. “Preponderance of the evidence” refers to the evidentiary standard of proof required for the Honor Board to determine responsibility in a case. Under this standard, the burden of proof is met when the party with the burden (i.e., the complainant) convinces the fact finder (i.e., the Honor Board) that there is a greater than 50% chance that the claim is true.
17. “Respondent” is the student accused of academic misconduct.
18. “School” means the School of Professional Advancement.
19. “Associate Dean” refers to the Associate Dean of Academic Affairs of the School of Professional Advancement, the official authorized by the Dean to oversee Honor Board proceedings.
20. “Student” means all persons enrolled at the School pursuing undergraduate degrees. Persons who withdraw after allegedly violating the Code or who have been notified of their acceptance for admission are considered “students.”
21. “In Writing” means communications made in written letters, in email notifications, and in other electronic communications delivered to relevant email addresses of students, faculty, administrators, and staff members.

**ARTICLE II: Code Authority**

1. The Chair of the Honor Board shall determine the composition of Honor Board hearing panels and appellate panels.
2. The Chair of the Honor Board shall develop procedures for the conduct of Honor Board hearing
panels and appellate panel hearings that are not inconsistent with provisions of the Code.

3. Decisions made by the Chair and Faculty Chair of the Honor Board shall be final, pending the normal appeal process.

4. Allegations of harassment shall be addressed under Tulane University’s harassment policy.

5. Student members of the Honor Board shall work with the Chair of the Honor Board to provide training to Honor Board members.

ARTICLE III: Proscribed Conduct

1. Jurisdiction of the Code
   a. The Code shall apply to academic conduct of each student from the time of application for admission through the actual awarding of a degree, even though academic conduct may occur before classes begin or after classes end, as well as during the academic year and even if the academic conduct is not discovered until after a degree is awarded. The Code shall apply to a student’s academic conduct even if the student withdraws from the School while a disciplinary matter is pending.

2. Violations of the Code
   a. Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in this Code. The following are defined as violations:
      b. Cheating—Giving, receiving, or using, or attempting to give, receive, or use unauthorized assistance, information, or study aids in academic work, or preventing or attempting to prevent another from using authorized assistance, information, or study aids.
      c. Consulting with any persons other than the course instructor and teaching assistants regarding a take-home examination between the time the exam is distributed and the time it is submitted by the student for grading. Students should assume any exam is closed-book; they may not consult books, notes, or any other reference material unless explicitly permitted to do so by the instructor of the course. Students must also take exams in settings determined or approved by the course instructor and/or the Center for Student Accessibility.
      d. Unless explicitly allowed by the instructor, electronic devices (such as cell phones, notebooks, calculators, etc.) are not allowed to be out of backpacks or purses during quizzes and exams.
      e. Plagiarism—Unacknowledged or falsely acknowledged presentation of another person’s ideas, expressions, or original research as one’s own work, in rough or working drafts as well as in final drafts. Such an act often gives the reader the impression that the student has written or thought something that they have in fact borrowed from another. Any paraphrasing or quotation must be appropriately acknowledged, and published materials appropriately cited. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
      f. Students and faculty may wish to consult the Howard-Tilton Memorial Library guide to issues related to acknowledgment, citation, and plagiarism. Students may also use plagiarism detectors such as Turnitin.com to check the academic integrity of their work.
      g. Fabrication—Submission of contrived or altered information in any academic exercise.
      h. False Information—Furnishing false information to any University official, instructor, or Tulane University office relating to any academic assignment or issue.
      i. Unauthorized collaboration—Collaboration not explicitly allowed by the instructor to obtain credit for examinations or course assignments.
      j. Multiple submissions—Presentation of a paper or other work for credit in two or more distinct courses without prior approval by all instructors.
      k. Sabotage—Destroying or damaging another student’s work, or otherwise preventing such work from receiving fair graded assessment.
      l. Unfair advantage—Any behavior disallowed by an instructor that gives an advantage over other fellow students in an academic exercise.
      m. Facilitation of academic dishonesty—Knowingly helping or attempting to help
another student violate any provision of the code.

n. Tampering with academic records—Misrepresenting, tampering with, or attempting to tamper with any portion of a student’s academic record.

o. Improper disclosure—Failure of an honor board member or participant in an honor board hearing to maintain strict confidentiality concerning the identity of respondents.

ARTICLE IV: Responsibilities

1. Instructors
   a. Each instructor should be familiar with the principles and procedures of the Code. They should report suspected violations so that, for example, repeat offenders can be detected. Each instructor shall also appear and testify when called upon to do so by the Honor Board, and should discuss cases and concerns, as needed, with the Chair of the Honor Board.
   b. Instructors should foster in their classes an environment that encourages adherence to the principles of honesty and integrity. Instructors should give specific directions concerning the nature of examinations and assignments, stating, for example, when collaboration is permissible, when students may consult sources in “open-book” exams, and the conditions and settings in which exams can be taken.

2. Students
   a. Students must familiarize themselves with the Code of Academic Conduct, and they must conduct themselves in accordance with the Code.

ARTICLE V: Initial Processes for Reported Violations

1. Initial Review.
   a. Once alleged violations of the Code have been reported, the Chair of the Honor Board shall review the written charges to confirm that the charges being made fall within the scope of this Code, and that documents have been prepared according to its provisions. This review should be conducted promptly, generally within five (5) working days of receipt of the charge and supporting documents.
   b. Documents necessary for review may include a course syllabus, relevant test or assignment, written communication between complainant and respondent, written testimony of witnesses, and any other relevant documentation of the alleged violation.
   c. If, in the considered opinion of the Chair of the Honor Board, the charge is improper and should not be taken to a hearing, that decision shall be communicated to the complainant, who retains the right to have the decision reviewed by the Associate Dean.

2. Copy of the Charges
   a. If the Initial Review finds that a violation of the Code is suspected, the Chair of the Honor Board will provide the respondent with a copy of the formal charge in writing: the nature and occasion of the alleged violation, the name of the complainant, copies of the documents pertinent to the allegation, and a copy of or link to the Code, within five (5) working days or as soon as practical. This material will be sent to the respondent’s Tulane email address.

3. Administrative Disposition
   a. If the respondent(s) in the case inform(s) the Chair of the Honor Board that they plan to accept responsibility, the respondent may waive the hearing. The penalty will be determined by the Faculty Chair of the Honor Board, and may include a WF for major offenses, a lowering of the grade, a letter of reprimand and/or educational requirements. Honor board probation may be added to these penalties. The respondent must also sign a statement acknowledging the violation and the penalty, and in the case of a Code violation involving multiple students, the signed statement will become part of the record in the hearing for any of the other students who do not accept responsibility.
   b. A respondent may be offered this option only if they have no prior convictions and if the violation, in the opinion of the Faculty Chair of the Honor Board, would not be likely to result in suspension, expulsion or degree rescission if the student were to appear before a hearing panel. Administrative disposition of the case will appear in School records as a violation of the Code. When a WF is assigned, it is noted on the respondent’s transcript and is calculated into the GPA.

4. Respondent’s Review
   a. The respondent will be allowed five (5) working days to decide if they wish to accept responsibility or appear before a Hearing Panel. The respondent is not allowed to withdraw from the course in which they have been charged with an Honor Code violation until the case has been resolved.

5. Right to an Advisor
   a. The respondent has the right to be assisted by an advisor selected from a
list of faculty and other College Officials as appointed by the Chair of the Honor Board, at any point after which a student is accused of a violation, including preparation for an honor board hearing. The Chair of the Honor Board will provide the respondent with a list of potential advisors. The advisor may not have an attorney-client relationship with the person advised. The respondent is responsible for presenting their own information relevant to the case, and therefore, an advisor is not permitted to speak or to participate directly in any Honor Board hearing. A student who selects an advisor should ensure that the advisor’s schedule allows attendance at the scheduled date and time of the hearing because delays will not normally be allowed due to the scheduling conflicts of an advisor.

6. University Breaks
   a. Timelines for honor board proceedings, including communications from the Faculty Chair of the Honor Board, and honor board hearings, are suspended when the university is closed for holidays and recesses, including winter break, spring break, and summer. During these periods, complainants may make allegations, but the normal timeline for adjudication is suspended until classes resume.

7. Study Abroad
   a. Cases in which students are accused of violations while they are studying abroad will be adjudicated upon return to campus. Students found responsible and sanctioned with Honor Board probation before they are scheduled to go abroad may not be allowed to study abroad while they are on probation, even if they have already been accepted into a study abroad program.

ARTICLE VI: Honor Board Hearings
1. Purpose of Hearings
   a. The purpose of the hearing is to provide the complainant and respondent with an opportunity to be heard and to supply the Honor Board hearing panel with the relevant information necessary to reach a decision. It should be noted that a hearing is not a legal procedure and as such, formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Honor Board proceedings. Polygraph tests are not admissible as evidence.

2. Burden of Proof
   a. The complainant bears the burden of proof of alleged violations of the Code. Honor board members shall make decisions about alleged violations based on the principle of “preponderance of the evidence.”

3. Hearing Date
   a. The Honor Board will make every effort to process cases in a timely manner. The Chair of the Honor Board will convene an Honor Board hearing panel to review the charges brought against the student. Effort will be made to convene that hearing within a reasonable time, generally fifteen (15) working days of the Respondent’s Review.

4. End-of-the-Semester Offenses
   a. If the offense is reported at the end of the semester, the hearing normally will be postponed until the start of the next semester. If the respondent requests a hearing at the end of a semester and a sufficient number of Honor Board members are unavailable to hear a case, the Chair of the Honor Board may form an ad hoc panel composed of two faculty members, three students, and the Faculty Chair. If the case must be heard by an ad hoc panel, it should be heard as soon as possible, generally within fourteen (14) working days after the end of final exams when feasible. If more than one student is accused in the same case and at least one of the respondents desires to postpone the hearing, it shall be deferred until the beginning of the next semester, unless any of the respondents is expected to be graduated before the hearing is to take place or will be on a study abroad program in the following semester.

5. Failure to Appear
   a. If a respondent, having been notified, does not appear before an Honor Board hearing panel, the information in support of the charges shall be presented and the hearing shall proceed. The respondent may send written testimony to be included in lieu of appearing. There shall be no penalty for not appearing at an Honor Board hearing.

   b. If the complainant cannot appear at the hearing, they must send a proxy or be available by phone. The burden of proof is on the complainant. If the complainant is unreachable at the hearing, the hearing may be canceled or rescheduled.

6. Testimony
If a person is called before an Honor Board hearing panel, the person is obligated to be completely honest. It is the responsibility of every member of the university to ensure that the principles of the Code are upheld and that procedures are properly followed. Testimony given at any Honor Board hearing that indicates the possibility of additional Honor Board violations can become the basis for additional Honor Board proceedings.

7. Witnesses
   a. The Chair of the Honor Board shall consult with the complainant and the Respondent, if necessary, to ascertain what witnesses should be called in the hearing.

8. Procedures for Honor Board Hearing Panel
   a. Honor Board hearings shall be conducted in private.
   b. The Chair and Faculty Chair shall preside over each hearing panel. The Chair of the Honor Board shall notify all parties of the date and time of the hearing. If the Faculty Chair is unable to preside, the Associate Dean will assign a faculty member to replace them.
   c. Evidence: Relevant documentary evidence and written statements may be accepted as information for consideration by an Honor Board hearing panel at the discretion of the officer. Relevant evidence submitted regarding the charge should be shared with the parties and the Hearing Board within a reasonable time before the hearing.
   d. All procedural questions are subject to the reasonable discretion and final decision of the Chair. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Code proceedings.
   e. At the beginning of the hearing, the Chair shall read the charges against the respondent. Normally the complainant will give testimony first, followed by supporting witnesses, followed by the respondent and supporting witnesses, and then by other witnesses, if any. Any of the preceding may be recalled for further testimony if clarification is necessary. The Faculty Chair will lead any questions submitted to the parties during testimony.
   f. After hearing evidence and witnesses in the case, the panel will vote to determine responsibility, based on the preponderance of evidence, that the respondent violated the Code (i.e., that the alleged violation is more likely than not to have occurred, or vice versa); a majority is necessary. All members other than the Chair are eligible to vote. No member of the panel will be allowed to vote unless they have been present to hear the evidence in the case.
   i. The Faculty Chair shall submit a written report of the hearing to the Chair of the Honor Board promptly, generally within five (5) working days after the hearing.
   j. If the respondent is judged not responsible, there will be no report of the case on their permanent record or in School records.
   k. If the respondent is found responsible of violating the Code, the Honor Board hearing panel will recommend sanctions to the Faculty Chair of the Honor Board.
   l. The history of violations or alleged violations of the Code by a respondent is not relevant to determining responsibility in a new case. Honor Board members will be presented with information about past violations only after they have voted on responsibility, and this information is used only for the purposes of sanctioning students who are found responsible for repeat violations.

9. Sanctions
   a. Sanctions for violations of the Code are imposed on the basis of the infraction and any history of repeated violations by the student. The appropriate sanctions may be determined by the Faculty Chair.
of the Honor Board for students who are found responsible or who accept responsibility through administrative disposition. They include:

i. Letter of reprimand, which includes a written warning giving the student notice that any subsequent Code violations may carry more serious sanctions.

ii. Educational requirements, which may require the completion of projects, programs, or other such requirements designed for student development purposes.

iii. Lowering of a grade to zero for an assignment or test or lowering of the final grade; the Honor Board may stipulate that if a student chooses to withdraw from a course after receiving a grade sanction for a violation of the Code, the student's record will reflect a grade of "WF" for the course in which the sanction was assessed.

iv. A grade of "WF" in a course.

v. Probation, signifying that a student is not in good academic standing for a specified length of time, often for one or two semesters. The student may remain at Tulane University, but may be required to satisfy specified conditions or requirements or report regularly to a designated administrator. Honor Board probation is for a proscribed period of time in which a student is prohibited from 1) studying abroad, 2) serving as an officer in a student organization, 3) participating in any activity in which the student represents the University, including athletics or other competitive teams, 4) transferring credit from another institution, 5) pledging in a Greek organization, and 6) graduating from the university. As long as a student has no other honor board violations during the period of probation, there is no record of the probation on the student's permanent record and the student will return to academic good standing.

vi. Suspension, in which the student must leave the University for a definite or indefinite period. A student may eventually return if applicable conditions are satisfied.

vii. Expulsion from the University, in which a student is removed from the Tulane University community permanently. The expulsion is noted on the student's transcript.

viii. Admission to or a degree or certificate awarded by Tulane University may be revoked for violation of the Code.

ix. More than one of the sanctions listed above may be imposed for any single violation.

x. Students should be aware that infractions of the Code of Academic Conduct usually warrant a grade of a "WF" for the course and Honor Board probation of two semesters for a first offense. A conviction for a second offense warrants, and typically results in, suspension or expulsion from the University. In addition, the University reserves the right to withhold institutional support from a student's application for graduate or professional school if violations of the Code are noted in the student's academic record.

10. The Review of the Hearing Panel's Recommendation

a. The Associate Dean shall review pertinent materials, including the report of hearing and supporting documentation. If they disagree with the recommended sanction, they must provide the panel with notice and written reasons for disagreement. The Associate Dean having reviewed the report of the hearing and supporting documentation, shall promptly notify in writing the respondent, the complainant, and the chair of the hearing panel of their decision (generally, within three (3) working days after receipt of the hearing panel's report).

11. Newcomb-Tulane College Students Taking School of Professional Advancement Classes
a. Cases involving a student enrolled in the Newcomb-Tulane College (NTC) who is taking a class at the School of Professional Advancement (SoPA) will be processed under the NTC Code. In cases where multiple students from multiple schools are involved, the respective Honor Boards will work cooperatively to adjudicate the charges under respective Codes.

12. Cases involving Simultaneous Student and Academic Conduct
   a. When a case involves a student who is accused of violating both the Code of Academic Conduct and the Code of Student Conduct, alleged academic violations will be adjudicated only once the Student Conduct process has concluded.

ARTICLE VII: Composition and Jusidication of the Honor Board and Hearing Panels

1. Composition of the Honor Board
   a. The Honor Board is composed of persons selected by the procedure below who may from time to time be asked to serve on Honor Board panels. The Honor Board shall consist of approximately four (4) to six (6) students and six (6) to eight (8) instructor members from the School’s academic programs. It shall be the goal of the Chair of the Honor Board to select representation proportional to enrollment from the School whenever possible. The size of the pool of members can be increased or decreased at the discretion of the Chair of the Honor Board. The Associate Dean shall have the right to remove any member of the Honor Board.

2. Selecting New Members and Officers of the Honor Board
   a. Selection of Students
      i. New student members of the Honor Board shall be chosen as needed; these students shall serve until graduation, interruption of residency, or until resigning their positions. The Honor Board will strive to achieve approximate representation across student classes and the School’s academic programs.
      ii. No student who has been convicted of a violation of the Code may serve on the honor board.
   b. Selection of Instructor Members
      i. Instructor members of the Honor Board shall be chosen

by the Associate Dean and Program Directors and they will serve three-year, renewable terms.

3. Composition of Honor Board Hearing Panels
   a. Panels shall be constituted from five (5) members of the Honor Board—with at least two students and two instructors whenever possible in addition to the Faculty Chair. The panel shall hear cases and determine the responsibility of the respondent(s), and shall recommend appropriate penalties for implementation by the Faculty Chair of the Honor Board. Should the Faculty Chair be unable to serve, the Associate Dean will assign an faculty member to replace them.

4. Honor Board Hearing Panel Procedure
   a. The Honor Board shall determine the rules of procedure for its hearing panels, subject to the approval of the Chair of the Honor Board.

5. Honor Board Hearing Panel Voting Rights
   a. Students and instructors are voting members of the Honor Board hearing panel and each member has one (1) vote. The Chair of the Honor Board has no vote.

ARTICLE VIII: Record-Keeping

1. Records
   a. The Associate Dean shall maintain a record of Honor Board convictions. The record shall include a copy of evidence submitted to the hearing panel, the report of the hearing panel, and the Faculty Chair’s final action.

ARTICLE IX: Appeals

Any student found responsible for violating this Code has a right to appeal the determination and/or consequences delivered for, and only for, specific reasons set forth below.

1. Appeal Process
   a. A respondent may appeal a decision of the Honor Board on the grounds of procedural error, new evidence, disproportionate sanction, or any combination of the three. Dissatisfaction with the results of a hearing is not itself a valid basis for appeal. Appeals are also not an occasion to engage in contempt of the process, administrators, or students who participated in Code process.
      i. Procedural error is defined as material deviation from procedures that substantially impacted determinations of
responsibility or sanctions applied.

ii. New evidence is defined as new and substantial evidence that has appeared that could have not reasonably been discovered before the determination of responsibility was made.

iii. Disproportionate Sanctions are where sanctions are grossly disproportionate to the findings of responsibility.

b. A respondent who wishes to request an appeal of a decision of the Honor Board hearing panel may do so by notifying in writing the Associate Dean within five (5) working days after being notified of the decision, except when the appeal is on the basis of new evidence, in which case more time may be granted by the Associate Dean.

c. The respondent must submit an appeal document, consisting of a plain, concise, and complete written statement outlining the grounds for appeal and all relevant information to substantiate the basis for the appeal. The appeal must be sent to Associate Dean via email, who will acknowledge receipt of the written appeal.

2. Appellate Panel

a. In accordance with the Constitution of the School of Professional Advancement Council, appellate panels shall be composed of three (3) faculty members of the Academic Performance Committee.

i. No member who heard the original case may serve on the appellate panel.

3. Appellate Board Hearing Procedures

a. The appellate board will assess the written appeal to determine whether the appeal is timely filed and, if so, whether the appeal is properly framed based on the permissible grounds. If they determine that the appeal does not properly fit within one of the three specific grounds for appeal, the appeal will be denied.

b. If the appeal is properly filed, the appellate panel may offer impacted individuals the opportunity to review the written appeal and offer their perspectives in writing to the appellate panel. Typically, such responses must be submitted to the appellate panel within three (3) working days from being provided the appeal, but the appellate panel may extend this time at its discretion. If multiple individuals appeal, the appeal documents from each party will be considered together in one appeal process.

c. In all appeals, the appellate panel will presume that decisions were made reasonably and appropriately, unless there is compelling information to the contrary. The burden of proof is on the appellant. Appeals are not intended to be a rehearing of the matter. Most appeals consist of a review of the written documentation or record of the original hearing and pertinent documentation regarding the grounds for appeal. The appellate panel may speak to any impacted individuals, as appropriate.

d. All information presented or discussed at an appellate panel hearing shall be confidential.

4. Appellate Decision

a. Depending on the nature of the requested appeal(s), the appellate panel may, by majority vote:

i. Affirm the determination of responsibility or the sanctions in whole or in part;

ii. Alter the determination of responsibility or the sanctions in whole or in part;

iii. Return the matter to a hearing panel with instructions to reconvene to cure a procedural error or reconsider the consequences delivered. No situation will ever be remanded for reconsideration more than once.

b. The appellate panel will transmit to the Associate Dean a written decision generally within fifteen (15) working days from the date of the submission of all appeal documents. Appeal decisions are final with the exception of matters that are remanded for further consideration.

c. The Associate Dean will notify in writing the respondent and the complainant of the outcome of the appeal.

5. Records

a. All materials distributed during the appellate hearing shall be collected by the chair who shall deposit one copy of the materials in the School of Professional Advancement files. A copy of the report of the appellate panel and the action of the Associate Dean shall
be included in the records of the Honor Board.

6. Attending Classes During the Appellate Processes
   a. Except when a student has interim measures that prevent them from appearing on campus, students may continue to attend classes during the appeal process. In the most serious cases, involving expulsion from the University, if the original verdict is upheld under appeal, then no academic credit can be earned for the semester in which the student was notified of the expulsion, nor for any further semester into which the appeal process might continue.

7. Students Exonerated
   a. Students exonerated as the result of the appeals process will have the original Honor Board verdict removed from their college record, and any institutional financial aid that had been withdrawn as a result of the conviction will be retroactively reinstated.

ARTICLE X: Amendments and Revisions
These regulations may be amended or revised with the approval of the School of Professional Advancement Curriculum & Educational Policy Committee.

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.

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

Degree Requirements
Undergraduate
School of Professional Advancement Requirements
Undergraduate degrees offered at SoPA provide students with a breadth of knowledge and applied skills, as relevant to their area(s) of study. Students must demonstrate proficiency in writing, oral communication, scientific inquiry, quantitative reasoning, social sciences, a foreign language or cultural knowledge, and the humanities.

Graduate degrees offered at SoPA provide students with in depth knowledge and mastery in professional disciplines and liberal arts.

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

<table>
<thead>
<tr>
<th>Proficiency Requirements</th>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Writing</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Quantitative Reasoning (BA, BFA)</td>
<td></td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td>6-8</td>
</tr>
<tr>
<td>Foreign Language or Global Perspectives</td>
<td></td>
<td></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>Oral Commun.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Race &amp; Inclusion</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>American Government</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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

Distribution Requirements
(BA or BS with a SoPA major)

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>12</td>
<td></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://catalog.tulane.edu/newcomb-tulane/#degreesandrequirementstext)

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 (3 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 1210 Elementary Symbolic Logic (3 c.h.), BSLS 3250 Business Statistics (3 c.h.), or PAMT 1100 Quantitative Analysis (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 Information Technology B.S. programs may take any mathematics course, CPST 1070 Math For Info Technology (3 c.h.), or BSLS 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.), BSLS 3250 Business Statistics (3 c.h.), or PAMT 1100 Quantitative Analysis (3 c.h.) to satisfy this requirement. Please refer to the Newcomb-Tulane College graduation requirements. (https://catalog.tulane.edu/newcomb-tulane/#degreesandrequirementstext)
Foreign Language/Global Perspectives 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 designated as Global Perspectives. Students may also blend one language and one Global Perspectives course. Please consult the SoPA website for a list of possible Global Perspectives courses.

Supporting Requirement

Oral Communication

Students majoring in SoPA disciplines are required to complete one course in oral communications (Any SPEC course, BSLS 2250 Business Communications (3 c.h.) or THEA 2100 Fundamentals of Acting (3 c.h.)).

Race & Inclusion

SoPA students will complete one course that focuses on race and inclusion in the United States. Courses that fulfill this requirement will focus at least 60% of their content on race and inclusion in the United States. Please consult the SoPA website for a list of possible Race & Inclusion courses.

American Government

SoPA students must also complete one course in American government. This requirement may be fulfilled by GLSP 4350 Law in American Society (3 c.h.) or POLA 2100 American Government (3 c.h.). Other courses may also satisfy the American Government requirement, with the approval of the SoPA associate dean for academic affairs.

Courses that fulfill the race & inclusion, global perspectives, and American government requirements may also be used to satisfy SoPA baccalaureate general education requirements (e.g. humanities, social sciences).

Students majoring in Liberal Arts and Sciences disciplines that are outside of SoPA should refer to the Newcomb-Tulane College graduation requirements. (https://catalog.tulane.edu/newcomb-tulane/#degreesandrequirementstext)

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://catalog.tulane.edu/newcomb-tulane/#degreesandrequirementstext)

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), Master of Professional Studies (MPS), or Master of Public Administration 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.

General Graduate School Requirements

A full description of Master’s (p. 13) degree requirements for all students can be found in the Office of Graduate and Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

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. 48)
• Digital Design (p. 52)
• Emergency and Security Studies (p. 54)
• General Legal Studies Program (p. 57)
• Humanities & Social Sciences (https://catalog.tulane.edu/professional-advancement/humanities-social-sciences/)
• Information Technology (p. 59)
• Kinesiology (p. 62)
• Public Administration (https://catalog.tulane.edu/professional-advancement/public-administration/)
• Teacher Preparation (https://catalog.tulane.edu/professional-advancement/teacher-preparation/)
Post-Baccalaureate Certificates

- Digital Design Post-Baccalaureate Certificate (p. 53)
- Health and Wellness Post-Baccalaureate Certificate (p. 64)
- Homeland Security Studies Post-Baccalaureate Certificate (p. 56)
- Paralegal Studies Post-Baccalaureate Certificate (p. 58)
- Secondary Education (Grades 6-12) Post-Baccalaureate Certificate (https://catalog.tulane.edu/professional-advancement/teacher-preparation/teacher-prep-secondary-cert/)

Graduate

- Cybersecurity Management, Master of Professional Studies (p. 61)
- Emergency Management, Master of Professional Studies (p. 55)
- Health and Wellness Management, Master of Professional Studies (p. 63)
- Homeland Security Studies, Master of Professional Studies (p. 56)
- Information Technology Management, Master of Professional Studies (p. 61)
- Liberal Arts, Master of Liberal Arts (https://catalog.tulane.edu/professional-advancement/humanities-social-sciences/liberal-arts/mla/)
- Public Administration, MPA (https://catalog.tulane.edu/professional-advancement/public-administration/public-administration-mpa/)
- Security Management, Master of Professional Studies (p. 57)
- Sport Studies, Master of Professional Studies (https://catalog.tulane.edu/professional-advancement/kinesiology/sport-studies-mpr/)

Certificate

- Advanced Emergency Management Certificate (Graduate) (p. 55)
- Advanced Security Management Certificate (Graduate) (p. 55)
- Corporate Wellness Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/corporate-wellness-cert/)
- Cyber Defense Certificate (Graduate) (p. 60)
- Cyber Leadership Certificate (Graduate) (p. 60)
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. 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. The programs also offer opportunities for scholarships for students in their first or second year. Individuals who wish to earn a commission and to serve a brief period of active duty, as well as those who are interested in a career of military service, are encouraged to participate.

A maximum of 15 credits from ROTC courses may be applied to a Tulane degree.

Air Force Reserve Officer Training Corps (AFROTC)

AFROTC Advanced Course is conditional on meeting academic, physical, and management skills important in any profession. The Army ROTC program consists of a two-year Basic Course, which is open to freshmen and sophomore only, and a two-year Advanced Course. Non scholarship students participating in the first two years of AROTC do not incur 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, internships, 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://www.afrotc.com/ or visit www.afrotc.com (https://www.afrotc.com/).

Army Reserve Officer Training Corps (AROTC)

AROTC 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. AROTC 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. Both GMC and POC students attend physical training sessions at least twice a week. Cadets compete for and must be selected to attend field training (a two-week session) between their sophomore and junior years.

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, internships, 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.

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Cyber Technology Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/information-technology/cyber-tech-cer/)

Economic Development Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/economic-development-cert/)

Emergency Management Certificate (Graduate) (p. 55)

Environmental Management & Resilience Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/env-mgmt-resilience-cert/)

Health Leadership Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/health-leadership-cert/)

Health Strategy and Financial Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/health-strategy-financial-management-cert/)

IT Strategic Planning Certificate (Graduate) (p. 60)

K-12 Education Leadership Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/k-12-ed-leadership-cert/)

Nonprofit and Strategic Philanthropy Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/public-administration/npo-strat-phil-mgmt-cert/)

Security Management Certificate (Graduate) (p. 57)

Sport Administration Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/sport-administration-cert/)

Sport Coaching Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/sport-coaching-cert/)

Sport Security Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/sport-security-certificate-graduate/)

Technology Architecture Certificate (Graduate) (p. 61)
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)

Located in the NAVY ROTC Building (https://admission.tulane.edu/map/?id=1015#!/m/187048).

Phone: 504.247.1605

Since 1938, the program at Tulane University has offered students the opportunity to earn a commission as an ensign in the United States Navy or second lieutenant in the United States Marine Corps.

NROTC Scholarships Process

NROTC scholarships provide students with full tuition, university fees, uniforms, a textbook stipend, and a subsistence stipend. Tulane students who choose to reside on campus are also provided free room and board through the university. Students on scholarship also participate in paid summer training periods at military installations across the country.

Students who have not yet been awarded an NROTC scholarship may participate in the NROTC College Program and compete nationally for 3, 2, or 1-year scholarships or an Advanced Standing commission guarantee.

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 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 Requirements

Members of the NROTC program are expected to maintain a minimum GPA of 2.5, 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 leadership development laboratory periods and physical training. Students desiring to join the Navy are required to take 2 semesters of Calculus and 2 semesters of Physics.

There is a minimum five-year active duty obligation upon commissioning.

If you would like to schedule a visit to the unit 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 (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. 50)

Minors

• Advertising Minor (p. 49)
• Applied Business Studies Minor (p. 49)
• Human Resource Development Minor (p. 49)
• Marketing Minor (School of Professional Advancement) (p. 50)
• Public Relations Minor (p. 51)
• Small Business Development Minor (p. 52)

Certificates

• Accounting Fundamentals Certificate (p. 48)
• Applied Business Certificate (p. 49)
• Digital Media and Marketing Communications Certificate (p. 49)
• Human Resources Fundamentals Certificate (p. 50)
• Marketing Certificate (p. 50)
• Public Relations Certificate (p. 50)
• Small Business Development Certificate (p. 51)

Accounting Fundamentals Certificate

For students whose positions include bookkeeping and basic accounting responsibilities, the Accounting Fundamentals Certificate provides a foundation in the basic practices of accounting, based upon the Generally Accepted Accounting Principles (GAAP) that govern the accounting profession, the software tools that facilitate accounting processes in today's businesses, the laws of taxation that impact each transaction, and the ethical constructs that form the basis for all business relationships.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSLS 1110</td>
<td>Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BSLS 1120</td>
<td>Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>BSLS 2210</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BSLS 3210</td>
<td>Business Taxation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>12</td>
</tr>
</tbody>
</table>
Advertising Minor

The 18-credit hour minor in Advertising introduces 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>PRPA 2610</td>
<td>Princ of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 1100</td>
<td>Digital Design Foundation</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>BSL 2250</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>PRPA 3900</td>
<td>Digital Media &amp; Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 18

Digital Media and Marketing Communications Certificate

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

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

Requirements

Note: Students without a background in marketing must take either PRPA 2610 or BSMK 3200 as a pre-requisite to PRDM 2900.

<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 3150</td>
<td>Digital Media Analytics &amp; Rpt</td>
<td>3</td>
</tr>
<tr>
<td>PRDM 3200</td>
<td>CRM and Digital Media</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

Human Resource Development Minor

The Minor in Human Resources Development provides the knowledge and skills necessary to prepare adult learners to forecast, plan, recruit, compensate, appraise, and otherwise manage human resources within business organizations in compliance with applicable laws and ethical concepts.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSL 1110</td>
<td>Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BSL 3320</td>
<td>Compensation &amp; Benefits</td>
<td>3</td>
</tr>
<tr>
<td>BSL 3330</td>
<td>Intro To Human Resources</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12
### Human Resources Fundamentals Certificate

The Professional Certificate in Human Resource Development provides the knowledge and skills necessary to prepare adult learners to forecast, plan, recruit, compensate, appraise, and otherwise manage human resources within business organizations in compliance with applicable laws and ethical concepts.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSL3 3330</td>
<td>Intro To Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>BSL3 3320</td>
<td>Compensation &amp; Benefits</td>
<td>3</td>
</tr>
<tr>
<td>BSL3 3360</td>
<td>Plan, Recruit &amp; Selection HR</td>
<td>3</td>
</tr>
<tr>
<td>BSL3 3370</td>
<td>Perf Appraisal &amp; Productivity</td>
<td>3</td>
</tr>
<tr>
<td>BSL3 3390</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>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>
<tr>
<td>Select one:</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BSL3 2310</td>
<td>Principles of Management</td>
<td>3</td>
</tr>
<tr>
<td>BSL3 3340</td>
<td>Managing Org Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BSL3 3700</td>
<td>Global Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 15

### 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 1010</td>
<td>Intro to Mass Media</td>
<td>3</td>
</tr>
<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 2650</td>
<td>Public Relations Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 12

### Public Relations Major

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

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

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

**Major Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRPA 2050</td>
<td>Media and the Law</td>
<td>3</td>
</tr>
<tr>
<td>PRPA 2610</td>
<td>Princ of Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>PRPA 2650</td>
<td>Public Relations Writing (Pre-req PRPA 2610)</td>
<td>3</td>
</tr>
<tr>
<td>PRPA 3610</td>
<td>Public Relations Campaigns (Pre-req PRPA 2610)</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3200</td>
<td>Intro to Marketing Principles</td>
<td>3</td>
</tr>
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</table>

Select one of the following:
- PRPA 2010 Ethical Issues in Media 3
- BSLS 3380 Business Ethics 3

Total Credit Hours 18

**Traditional Public Relations Concentration**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PRPA 2100</td>
<td>Visual Communications</td>
<td>3</td>
</tr>
<tr>
<td>DSN 1100</td>
<td>Digital Design Foundation</td>
<td></td>
</tr>
<tr>
<td>PRPA 2020</td>
<td>Journalism and PR</td>
<td>3</td>
</tr>
<tr>
<td>PRPA 3650</td>
<td>Internet Public Relations (Pre-req PRPA 2610)</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:
- PRPA 2000 level or above
- Any BSBL, BSMK, or BSMT 2000 level or above
- BSLS 4100 Internship & Professional Dev (Taken in final semester) 3

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>
<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>DDSN 3600</td>
<td>Social Media Studio</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following:
- PRDM 2000+ level and above
- Any BSBL, BSMK, or BSMT 3000+ level or above

Total Credit Hours 15

---

### 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>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>

Select one:
- PRPA 2100 Visual Communications 3
- PRPA 2020 Journalism and PR 3
- PRPA 2050 Media and the Law 3

Total Credit Hours 18

---

### Small Business Development Certificate

The Professional Certificate Small Business Development requires completion of five three-credit courses (15 credits), which provide adult learners with the analytical skills and practical knowledge to develop business plans, create marketing strategies, identify capital resources, manage a small businesses or other entrepreneurial ventures, and overcome the specific challenges that small businesses encounter.

**Requirements**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSLS 1110</td>
<td>Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BSMK 3200</td>
<td>Intro to Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BSLS 3650</td>
<td>Developing a Small Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two:
- BSLS 2250 Business Communications 6
- BSLS 2750 Intro to Franchising 3
- BSLS 3330 Intro To Human Resources 3
- BSLS 3340 Managing Org Behavior 3
- BSLS 3400 Legal Aspects of Business 3

Total Credit Hours 15
Small Business Development Minor

The Minor in Small Business Development provides adult learners with the analytical skills, business fundamentals, and practical knowledge necessary to develop a business plan, create marketing strategies, identify capital resources, and manage a small business or other entrepreneurial venture.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSLS 1110</td>
<td>Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>BSLS 2250</td>
<td>Business Communications</td>
<td>3</td>
</tr>
<tr>
<td>BSLS 3650</td>
<td>Developing a Small Business</td>
<td>3</td>
</tr>
<tr>
<td>Select one:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BSLS 2310</td>
<td>Principles of Management</td>
<td></td>
</tr>
<tr>
<td>BSLS 3340</td>
<td>Managing Org Behavior</td>
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</tr>
<tr>
<td>BSLS 3700</td>
<td>Global Business</td>
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</table>

Digital Design

Programs

Undergraduate

Major

- Digital Design Major (p. 52)

Minors

- Game Art & Animation Minor (https://catalog.tulane.edu/professional-advancement/digital-design/game-art-animation-minor/)
- Graphic Design Minor (https://catalog.tulane.edu/professional-advancement/digital-design/graphic-design-minor/)
- Interactive Design Minor (https://catalog.tulane.edu/professional-advancement/digital-design/interactive-design-minor/)

Certificates

- Digital Design Post-Baccalaureate Certificate (p. 53)

Digital Design Major

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

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

Requirements

Blocks

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

Reviews

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

Suggested Electives

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

Graphic Design Track

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DDSN 1100</td>
<td>Digital Design Foundation</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 1101</td>
<td>Digital Imaging</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 1102</td>
<td>Digital Illustration</td>
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<tr>
<td>Block 2</td>
<td></td>
<td></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>
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</table>

Lower Level Review

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Block 3</td>
<td></td>
<td></td>
</tr>
<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>
<tr>
<td>Block 4</td>
<td></td>
<td></td>
</tr>
<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>
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</table>
Game Art & Animation Track

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td></td>
<td></td>
</tr>
<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>
<tr>
<td>Block 2</td>
<td></td>
<td></td>
</tr>
<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>
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</tr>
<tr>
<td>Block 3</td>
<td></td>
<td></td>
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<tr>
<td>DDSN 1503</td>
<td>3D Virtual Sculpting</td>
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<tr>
<td>DDSN 1504</td>
<td>Modeling Studio I-Envir Model</td>
<td>3</td>
</tr>
<tr>
<td>DDSN 1505</td>
<td>Animation Studio I-Intro to An</td>
<td>3</td>
</tr>
<tr>
<td>Block 4</td>
<td></td>
<td></td>
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<tr>
<td>DDSN 2500</td>
<td>Modeling Studio II Character</td>
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<tr>
<td>DDSN 2501</td>
<td>Animation Studio II</td>
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</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>Block 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSDN 1400</td>
<td>Typography Studio I</td>
<td>3</td>
</tr>
<tr>
<td>DSDN 1401</td>
<td>History of Graphic Design</td>
<td>3</td>
</tr>
<tr>
<td>Block 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSDN 2000</td>
<td>Branding &amp; Semiotics</td>
<td>3</td>
</tr>
<tr>
<td>DSDN 2100</td>
<td>Intro to UX Design</td>
<td>3</td>
</tr>
<tr>
<td>Lower Level Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSDN 2101</td>
<td>Foundation Interactive Design</td>
<td>3</td>
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<tr>
<td>Block 3</td>
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</tr>
<tr>
<td>DSDN 2103</td>
<td>Intro to Copywriting</td>
<td>3</td>
</tr>
<tr>
<td>DSDN 2400</td>
<td>Digital Page Layout</td>
<td>3</td>
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<tr>
<td>Block 4</td>
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<tr>
<td>DSDN 2401</td>
<td>Design Studio I</td>
<td>3</td>
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<td>Upper Level Review</td>
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<tr>
<td>DSDN 3400</td>
<td>Design Studio II</td>
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<tr>
<td>DSDN 4405</td>
<td>Design Studio III</td>
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### Post-Baccalaureate Certificate in Digital Design – Game Art & Animation

<table>
<thead>
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<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSDN 1103</td>
<td>Foundations of Art</td>
<td>3</td>
</tr>
<tr>
<td>DSDN 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>DSDN 1501</td>
<td>Digital Anatomy Game Art &amp; Ani</td>
<td>3</td>
</tr>
<tr>
<td>Lower Level Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSDN 1502</td>
<td>Digital Art Studio II-Concept (Block 2)</td>
<td>3</td>
</tr>
<tr>
<td>Block 3</td>
<td></td>
<td></td>
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<tr>
<td>DSDN 1503</td>
<td>3D Virtual Sculpting (Block 3)</td>
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### 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></td>
<td></td>
</tr>
<tr>
<td>DSDN 1400</td>
<td>Typography Studio I</td>
<td>3</td>
</tr>
<tr>
<td>DSDN 2000</td>
<td>Branding &amp; Semiotics</td>
<td>3</td>
</tr>
<tr>
<td>DSDN 2100</td>
<td>Intro to UX Design</td>
<td>3</td>
</tr>
<tr>
<td>DSDN 2101</td>
<td>Foundation Interactive Design</td>
<td>3</td>
</tr>
<tr>
<td>Lower Level Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSDN 2600</td>
<td>Interactive Design Studio I</td>
<td>3</td>
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<tr>
<td>DSDN 2601</td>
<td>Digital Narrative Studio I</td>
<td>3</td>
</tr>
<tr>
<td>Block 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSDN 2602</td>
<td>Motion Design Studio</td>
<td>3</td>
</tr>
<tr>
<td>Upper Level Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSDN 3602</td>
<td>Interactive Design Studio II</td>
<td>3</td>
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<tr>
<td>DSDN 3604</td>
<td>Motion Design Studio II</td>
<td>3</td>
</tr>
<tr>
<td>DSDN 4600</td>
<td>Multi-Media Studio</td>
<td>3</td>
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### Emergency and Security Studies

#### Programs

**Undergraduate**

**Major**
- Homeland Security Major (p. 55)

**Minor**
- Homeland Security Studies Minor (p. 56)

**Certificates**
- Homeland Security Studies Post-Baccalaureate Certificate (p. 56)

**Graduate**
- Emergency Management, Master of Professional Studies (p. 55)
- Homeland Security Studies, Master of Professional Studies (p. 56)
- Security Management, Master of Professional Studies (p. 57)
Certificates

- Advanced Emergency Management Certificate (Graduate) (p. 55)
- Advanced Security Management Certificate (Graduate) (p. 55)
- Emergency Management Certificate (Graduate) (p. 55)
- Security Management Certificate (Graduate) (p. 55)
- Sport Security Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/emergency-security-studies/sport-security-certificate-graduate/)

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 with 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></td>
<td>Total Credit Hours</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 6009</td>
<td>Emergency Management Admin</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>12</td>
</tr>
</tbody>
</table>

Emergency Management, Master of Professional Studies

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

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

Requirements

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

<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 protection to emergency management, counterterrorism, and critical infrastructure...
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

**Course ID**

<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 Rsch &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; Cybersecurity</td>
<td>3</td>
</tr>
<tr>
<td>Select one course:</td>
<td></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>
</tbody>
</table>

### Elective Courses

Select one course: 3

- EENS 3050 Natural Hazards & Mitigation
- HISM 3220 Arab/Israeli Conflict
- POLA 2100 American Government
- POLA 4270 Constitutional Law
- POLI 4520 Intell. & Covert Ops.
- POLI 4530 American Foreign Policy
- POLI 4630 Strategy & Politics
- POLI 6630 International Security
- SOCI 1300 Criminology

Total Credit Hours 30

### 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**

**Course ID**

<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>
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</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**

**Course ID**

<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>
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<tr>
<td>HMLS 3250</td>
<td>Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3500</td>
<td>Intelligence Rsch &amp;Anlys</td>
<td>3</td>
</tr>
<tr>
<td>HMLS 3600</td>
<td>Critical Infrastructure</td>
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</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; Cybersecurity</td>
<td>3</td>
</tr>
<tr>
<td>Select one course:</td>
<td></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>
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</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>HMLS 4990</td>
<td>Practicum (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**

**Course ID**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<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>
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**Core Requirements**

<table>
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<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
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<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>
</tbody>
</table>
HMLS 6600  Approaches Counter-Terrorism  3

Additional Requirements
Select six courses.  18

- Courses may be classroom-based and/or online.
- HMLS 7200  Domestic & Int'l Terrorism
- HMLS 7300  Maritime & Border Security
- HMLS 7500  Intelligence Research
- HMLS 7600  Critical Infrastr. Protection
- HMLS 7700  Transporttn & Border Security
- HMLS 7750  The National Challenge
- HMLS 7800  Cyber Threats and Homeland Sec
- HMLS 7850  Law & National Security

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)

Course ID  Title  Credits
Payson Center
IDEV 6220  Humn Aspect Disastr/Emer  3
IDEV 6230  Food Aid/Security Humani  3
IDEV 6310  Ethnic Conflict  3
IDEV 6610  Environment & Development  3
IDEV 6670  Intl Pol Econ Relations  3

Approved for HMLS Graduate Program
EENS 6050  Natural Hazards & Mitigation  3
POLI 6630  International Security  3-4

Cybersecurity Concentration

Course ID  Title  Credits
HMLS 7800  Cyber Threats and Homeland Sec  3
CSMT 7900  Sec & Cyber Threats for Mgrs  3
CSMT 7870  Cyber Incident Res & Forensics  3
CSMT 7800  Cyber Law & Policy  3

Total Credit Hours  12

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 the areas of physical protection systems, emergency management, risk management, threat assessment, and business continuity.

Requirements

Course ID  Title  Credits
SECM 6003  Risk Mgt & Threat Assessment  3
SECM 6004  Business Continuity  3

Total Credit Hours  12

Security Management, Master of Professional Studies

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

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

Requirements

Course ID  Title  Credits
SECM 6001  Physical Protection Systems  3
SECM 6002  Intro to Emergency Management  3
SECM 6003  Risk Mgt & Threat Assessment  3
SECM 6004  Business Continuity  3
SECM 6005  Corporate Security  3
SECM 6006  Financial Institution Security  3
SECM 6007  Cyber Threats and Homeland Sec  3
SECM 6008  Sport/Event Security and Respo  3
SECM 6009  Leadership in Security Mgt  3
SECM 7001  Intelligence Anlys and Critica  3
or SECM 7002  Approaches- Counter Terrorism  3
or SECM 7003  Disaster Communications  3
SECM 7900  Capstone  3

Total Credit Hours  33

General Legal Studies Program

Programs

Undergraduate

Major
- General Legal Studies (p. 58)

Minor
- General Legal Studies Minor (p. 58)
Certificates
- Paralegal Studies Post-Baccalaureate Certificate (p. 58)

General Legal Studies
The General Legal Studies Bachelor of Arts degree and accompanying Paralegal Certificate 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.

Note: 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

**Course ID** | **Title** | **Credits**
---|---|---
**Core Competencies**
ENGL 1010 | Writing | 4
Select one of the following:
| Math
PHIL 1060 | Critical Thinking | 3
PHIL 1210 | Elementary Symbolic Logic | 3
CPST 1070 | Math For Info Technology | 3
BSLS 3250 | Business Statistics (recommended) | 3
Foreign Language or non-Western Culture | 6-8
**Supporting Requirement**
Select one Oral Communications Course: | 3
SPEC 1400 | Persuasive Public Speaking | 3
SPEC 3110 | Small Group Communicatn | 3
THEA 2100 | Fundamentals of Acting | 3
BSLS 2250 | Business Communications | 3
**Distribution Requirements**
Select at least two disciplines per category:
Humanities | 12
Sciences | 12
Social Sciences | 12
**Writing Requirement**
Designated writing course | 3-4
**Total Credit Hours** | 61-64

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

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

1 Preceding course is a prerequisite

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

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLSP 3020</td>
<td>Legal Research</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 3030</td>
<td>Legal Writing</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 3050</td>
<td>Litigation I</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 4350</td>
<td>Law in American Society</td>
<td>3</td>
</tr>
<tr>
<td>GLSP 4190</td>
<td>Legal Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Select one General Legal Studies Course 4000+ level</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
**Total Credit Hours** | 18

* Preceding course is a prerequisite.

Paralegal Studies Post-Baccalaureate Certificate
The Paralegal Studies Post-Baccalaureate (PBC) curriculum focuses solely upon legal skills and substantive law courses, culminating in the practicum course, in which students complete a 100-hour internship in a law office and develop job search skills in the classroom. Nine three-
credit hour courses are required for completion of 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. To ensure compliance with ABA requirements, all students must complete at least three GLSP classes (9 credits) via in-person or synchronous transmission format.

The PBC is open to students who have completed a bachelor's degree from a regionally accredited institution, earning an overall GPA of at least 2.0.

**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>
<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. 73) or director approval.

**Information Technology**

**Undergraduate**

**Major**

- Information Technology Major (p. 59)

**Minor**

- Information Technology Minor (https://catalog.tulane.edu/professional-advancement/information-technology/information-technology-minor/)

**Graduate**

- Cybersecurity Management, Master of Professional Studies (p. 61)
- Information Technology Management, Master of Professional Studies (p. 61)

Certificates

- Cyber Defense Certificate (Graduate) (p. 60)
- Cyber Leadership Certificate (Graduate) (p. 60)
- Cyber Technology Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/information-technology/cyber-tech-cer/)
- IT Strategic Planning Certificate (Graduate) (p. 60)
- Technology Architecture Certificate (Graduate) (p. 61)

**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, product and program support, integrated application development, network & system administration and cloud & virtualization.

The School of Professional Advancement awards the Bachelor of Science in Information Technology degree following the successful completion of 120 credits, including 21 credits in the major and 24 credits in the chosen concentration of study.

**Requirements**

All students entering the Information Technology major will take seven (7) 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>
<tr>
<td>CPST 3050</td>
<td>Technology &amp; Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Concentration Courses** 24

Total Credit Hours 45

**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:

- CPST 3400 Website Developmt w/ XML/XHTML
- CPST 3410 Website Dev w/ Javascript
- CPST 4350 Database Administration-Oracle
Cyber Defense Certificate (Graduate)

Overview
This Graduate Certificate is a twelve-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>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Cyber Leadership Certificate (Graduate)

Overview
This Graduate Certificate is a twelve-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>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

IT Strategic Planning Certificate (Graduate)

Overview
This Graduate Certificate is a twelve-credit course of study in which students will be exposed to technical planning concepts related to the governance, policy, and management of IT systems to support business goals. All credits in this certificate are stackable and could be applied to the Master of Professional Studies Graduate Degree in Information Technology Management.

Requirements

<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></td>
<td>6</td>
</tr>
<tr>
<td>CPST 4550</td>
<td>Product &amp; Program Capstone</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
Technology Architecture Certificate (Graduate)

Overview
This Graduate Certificate is a twelve-credit course of study in which students will be exposed to technical concepts related to the design, structure, and maintenance of complex technical architecture to support business goals. All credits in this certificate are stackable and could be applied to the Master of Professional Studies Graduate Degree in Information Technology Management.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 7250</td>
<td>SW Development Methods</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>12</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 7500</td>
<td>IT Sec Auditing &amp; Monitoring</td>
<td>3</td>
</tr>
</tbody>
</table>
Graduate

- Health and Wellness Management, Master of Professional Studies (p. 63)
- Sport Studies, Master of Professional Studies (https://catalog.tulane.edu/professional-advancement/kinesiology/sport-studies-mp/)  

Certificates

- Corporate Wellness Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/corporate-wellness-cert/)
- Health Leadership Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/health-leadership-cert/)
- Health Strategy and Financial Management Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/health-strategy-financial-management-cert/)
- Sport Administration Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/sport-administration-cert/)
- Sport Coaching Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/kinesiology/sport-coaching-cert/)

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>
<tr>
<td>KINE 4150</td>
<td>Exercise Prescription</td>
<td>3</td>
</tr>
<tr>
<td>SCEN 3030</td>
<td>Anatomy &amp; Physiology I</td>
<td>3</td>
</tr>
<tr>
<td>SCEN 3035</td>
<td>Anatomy &amp; Physiology I Lab</td>
<td>1</td>
</tr>
<tr>
<td>SCEN 3040</td>
<td>Anatomy &amp; Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>SCEN 3045</td>
<td>Anatomy &amp; Physiology Lab II</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one course:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 5001</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>
Exercise Science Minor

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

Requirements

<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>6</td>
<td></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>
<tr>
<td>Total Credit Hours</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

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 have the option of completing 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>3</td>
</tr>
<tr>
<td>KINE 2230</td>
<td>Stress Management</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3110</td>
<td>Exercise &amp; Sport Psychology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 3200</td>
<td>The Human Body</td>
<td>3</td>
</tr>
<tr>
<td>Select five courses:</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>KINE 2010</td>
<td>Social Aspects of Health</td>
<td></td>
</tr>
<tr>
<td>KINE 2220</td>
<td>Mind/Body Health</td>
<td></td>
</tr>
<tr>
<td>KINE 2330</td>
<td>Nutrition and Behavior</td>
<td></td>
</tr>
<tr>
<td>KINE 3110</td>
<td>Exercise &amp; Sport Psychology</td>
<td></td>
</tr>
</tbody>
</table>

Health and Wellness Management, Master of Professional Studies

The Master of Professional Studies (MPS) in Health and Wellness Management provides graduates with a foundation of knowledge and skills to support healthy lifestyles among individuals and within organizations. By developing understanding of health and wellness, students can follow their passion for promoting healthy habits and turn it into a career as a health care manager, wellness coordinator, or wellness consultant. This degree allows students to “stack” targeted master’s-level certificates into the master’s degree or choose coursework from any of the certificate programs to complete the master’s degree. Currently offered certificate programs include Corporate Wellness, Health Leadership, and Health Strategy & Financial Management. To receive an MPS in Health & Wellness Management, students can elect to complete coursework in two certificate programs or complete coursework across any certificate programs for a total of eight courses offered in the certificate programs plus an additional two required core courses, for a total of 30 credits.

Requirements

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 6650</td>
<td>Res Methods in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KINE 7800</td>
<td>Internship/Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

| In addition to the two required core courses, students may select two certificate programs or any combination of eight courses. |

| Option 1: Health Leadership |
| KINE 6100 | Cross Disciplinary Aspects Mgm            | 3       |
| KINE 6250 | Leadership in HEWE Professions            | 3       |
| KINE 6300 | Communication Skills for Wellness Professionals | 3 |
| KINE 7450 | Health Equity & Determinants              | 3       |

| Option 2: Health Strategy and Financial Management |
| KINE 6450 | Legal Ethical Principals in Mgmt           | 3       |
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>Select three of the following:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>KINE 1800</td>
<td>Wellness in Contemporary Am</td>
<td>3</td>
</tr>
<tr>
<td>KINE 2010</td>
<td>Social Aspects of Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 2220</td>
<td>Mind/Body Health</td>
<td>3</td>
</tr>
<tr>
<td>KINE 2230</td>
<td>Stress Management</td>
<td>3</td>
</tr>
<tr>
<td>Select three of the following:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>KINE 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.
COURSE DESCRIPTIONS

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

A

- Accounting (ACCN) (https://catalog.tulane.edu/courses/accn/)
- 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/)
- Anatomy - Graduate (ANAT) (https://catalog.tulane.edu/courses/anat/)
- Anthropology (ANTH) (https://catalog.tulane.edu/courses/anth/)
- Anthropology (PAAN) (p. 68)
- Arabic (ARBC) (https://catalog.tulane.edu/courses/arbc/)
- Architecture (ARCH) (https://catalog.tulane.edu/courses/arch/)
- Architecture (PAAR) (p. 70)
- Architecture - Design (DESG) (https://catalog.tulane.edu/courses/desg/)
- Architecture - Preservation Studies (PRST) (https://catalog.tulane.edu/courses/prst/)
- Art History (ARHS) (https://catalog.tulane.edu/courses/arhs/)
- Art History (PAAH) (p. 70)
- 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/astr/)
- Biochemistry & Molecular Biol (GBCH) (https://catalog.tulane.edu/courses/gbach/)
- Bioethics and Medical Humanities (BEMH) (https://catalog.tulane.edu/courses/bemh/)
- Bioinformatics (BINF) (https://catalog.tulane.edu/courses/binf/)
- Biology (PABI) (p. 70)
- 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. 70)
- Business Doctoral Courses (BUSN) (https://catalog.tulane.edu/courses/busn/)
- Business of Real Estate (RESM) (https://catalog.tulane.edu/courses/resm/)
- 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/)
- Computational Science (COSC) (https://catalog.tulane.edu/courses/cosc/)
- Computer Science (CMPS) (https://catalog.tulane.edu/courses/cmps/)
- Cybersecurity Management (CSMT) (p. 82)

D

- Dance (DANC) (https://catalog.tulane.edu/courses/danc/)
- Dance - Applied (DANA) (https://catalog.tulane.edu/courses/dana/)
- Digital Design (DDSN) (p. 83)
- Digital Media Practices (DMPC) (https://catalog.tulane.edu/courses/dmpc/)
- Disaster Resilience Leader Sci (DRLS) (https://catalog.tulane.edu/courses/drls/)

E

- Earth & Environmental Sciences (EENS) (https://catalog.tulane.edu/courses/eens/)
- Ecology & Evolutionary Biology (EBIO) (https://catalog.tulane.edu/courses/ebio/)
- Economics (ECON) (https://catalog.tulane.edu/courses/econ/)
- Education (EDUC) (p. 89)
- Education - Liberal Arts (EDLA) (https://catalog.tulane.edu/courses/edla/)
- Emergency Management (EMMT) (p. 95)
- Energy (ENRG) (https://catalog.tulane.edu/courses/engr/)
- Engineering Physics (ENGP) (https://catalog.tulane.edu/courses/engp/)
- English (ENGL) (https://catalog.tulane.edu/courses/engl/)
- English (ENLS) (https://catalog.tulane.edu/courses/enls/)
- English (PAEN) (p. 96)
- English for Academic/Professional 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/evst/)
- Epidemiology (EPID) (https://catalog.tulane.edu/courses/epid/)
- Executive MBA (EMBA) (https://catalog.tulane.edu/courses/amba/)
F
  • Film Studies (FMST) (https://catalog.tulane.edu/courses/fmst/)
  • 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/fren/)
  • French (FREN) (https://catalog.tulane.edu/courses/fren/)

G
  • Gender & Sexuality Studies (GESS) (https://catalog.tulane.edu/courses/gess/)
  • General Legal Studies (GLSP) (p. 97)
  • German (GERM) (https://catalog.tulane.edu/courses/germ/)
  • Global Business (GMBA) (https://catalog.tulane.edu/courses/gmba/)
  • Global Community Health & Behavioral Sciences (GCHB) (https://catalog.tulane.edu/courses/gchb/)
  • Global Development (GDEV) (https://catalog.tulane.edu/courses/gdev/)
  • Global Finance (GFIN) (https://catalog.tulane.edu/courses/gfin/)
  • Greek (GREK) (https://catalog.tulane.edu/courses/grek/)

H
  • Haitian Creole (HACR) (https://catalog.tulane.edu/courses/hacr/)
  • Health Policy & Management (HPAM) (https://catalog.tulane.edu/courses/hpam/)
  • Hebrew (HBRW) (https://catalog.tulane.edu/courses/hbrw/)
  • History (HIST) (https://catalog.tulane.edu/courses/hist/)
  • History (PAHS) (p. 100)
  • History - Africa (HISB) (https://catalog.tulane.edu/courses/hisb/)
  • History - Ancient & Medieval Europe (HISA) (https://catalog.tulane.edu/courses/hsia/)
  • History - Asia (HISC) (https://catalog.tulane.edu/courses/hisc/)
  • History - Latin America & Caribbean (HISL) (https://catalog.tulane.edu/courses/hisl/)
  • History - Middle East & North 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. 101)
  • Human Genetics (HMGN) (https://catalog.tulane.edu/courses/hmgn/)
  • Humanities (PAHM) (https://catalog.tulane.edu/courses/pahm/)
  • Humanities - Interdisciplinary (HUMA) (p. 105)

I
  • 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/)
  • Information Technology (CPST) (p. 73)
  • Interdisciplinary Newcomb-Tulane College (INTU) (https://catalog.tulane.edu/courses/intu/)
  • Interdisciplinary Studies (INTD) (https://catalog.tulane.edu/courses/intd/)
  • International Business (INBS) (https://catalog.tulane.edu/courses/inbs/)
  • International Development (IDEV) (https://catalog.tulane.edu/courses/idev/)
  • International Development (INDV) (https://catalog.tulane.edu/courses/indv/)
  • International Studies & Business (ISIB) (https://catalog.tulane.edu/courses/isib/)
  • Internship (INTR) (https://catalog.tulane.edu/courses/intr/)
  • Italian (ITAL) (https://catalog.tulane.edu/courses/ital/)

J
  • Japanese Language (ASTJ) (https://catalog.tulane.edu/courses/astj/)
  • Jewish Studies (JWST) (https://catalog.tulane.edu/courses/jwst/)

K
  • Kinesiology (KINE) (p. 105)

L
  • Labor & Employment Law (EMPL) (https://catalog.tulane.edu/courses/empl/)
  • Latin (LATN) (https://catalog.tulane.edu/courses/latn/)
  • Latin American Studies (LAST) (https://catalog.tulane.edu/courses/last/)
  • Law Clinical Courses (CLIN) (https://catalog.tulane.edu/courses/clin/)
  • Law First Year Courses (1LAW) (https://catalog.tulane.edu/courses/1law/)
  • Law Mini Courses (MINI) (https://catalog.tulane.edu/courses/mini/)
  • Law Non-Classroom Courses (NCLS) (https://catalog.tulane.edu/courses/ncls/)
  • Law Special Courses (LAWS) (https://catalog.tulane.edu/courses/laws/)
  • Law Summer Program in England (LENG) (https://catalog.tulane.edu/courses/leng/)
  • Law Summer Program in France (LFRN) (https://catalog.tulane.edu/courses/lfrn/)
  • Law Summer Program in Germany (LGER) (https://catalog.tulane.edu/courses/lger/)
  • Law Summer Program in Greece (LGRC) (https://catalog.tulane.edu/courses/lgrc/)
  • Law Summer Program in Italy (LITL) (https://catalog.tulane.edu/courses/litl/)
  • Law Undergraduate Courses (LAWU) (https://catalog.tulane.edu/courses/lawu/)
• Law Upperclass Electives (2) (2LAW) (https://catalog.tulane.edu/courses/2law/)
• Law Upperclass Electives (3) (3LAW) (https://catalog.tulane.edu/courses/3law/)
• Law Upperclass Electives (4) (4LAW) (https://catalog.tulane.edu/courses/4law/)
• Legal Studies in Business (LGST) (https://catalog.tulane.edu/courses/lgst/)
• Less Commonly Taught Languages (LCTL) (https://catalog.tulane.edu/courses/lctl/)
• Linguistics (LING) (https://catalog.tulane.edu/courses/ling/)

M
• Management (MGMT) (https://catalog.tulane.edu/courses/mgmt/)
• Management Communications (MCOM) (https://catalog.tulane.edu/courses/mcom/)
• Management Science (MGSC) (https://catalog.tulane.edu/courses/mgsc/)
• Managerial Perspectives (PERS) (https://catalog.tulane.edu/courses/pers/)
• Marketing (BSMK) (p. 109)
• Marketing (MKTG) (https://catalog.tulane.edu/courses/mktg/)
• Master of Liberal Arts Courses (MLAR) (p. 110)
• Materials Physics & Engineering (MPEN) (https://catalog.tulane.edu/courses/mpen/)
• Math offered through SoPA (PAMT) (https://catalog.tulane.edu/courses/pamt/)
• 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/gennm/)
• 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/)

N
• Neuroscience (NSCI) (https://catalog.tulane.edu/courses/nsci/)

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/gpso/)
• Political Economy (PECN) (https://catalog.tulane.edu/courses/pecn/)
• Political Science - American (POLA) (https://catalog.tulane.edu/courses/pola/)
• Political Science - Comparative (POLC) (https://catalog.tulane.edu/courses/polc/)


**R**

- Religious Studies (PARL) (p. 115)
- Religious Studies (RLST) (https://catalog.tulane.edu/courses/rlst/)
- River-Coastal Science & 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 Professional Advancement (SOPA) (p. 116)
- Science & Engineering (SCEN) (https://catalog.tulane.edu/courses/scen/)
- Science (PASC) (https://catalog.tulane.edu/courses/pasc/)
- Social Innovation/Entrepreneur (SISE) (https://catalog.tulane.edu/courses/sise/)
- Social Sciences (PASS) (https://catalog.tulane.edu/courses/pass/)
- Social Work (PASW) (p. 116)
- Social Work (SOWK) (https://catalog.tulane.edu/courses/sowk/)
- Sociology (PASO) (p. 116)
- Sociology (SOCL) (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. 116)

**T**

- Sustainable Real Estate Development (SRED) (https://catalog.tulane.edu/courses/sred/)
- Swahili (SWHL) (https://catalog.tulane.edu/courses/swhl/)
- Taxation (TAXN) (https://catalog.tulane.edu/courses/taxn/)
- Taylor Your Life (TYLR) (https://catalog.tulane.edu/courses/tylr/)
- Teach English Second Language (TESL) (https://catalog.tulane.edu/courses/tesl/)
- Theatre (PATR) (p. 116)
- Theatre (THEA) (https://catalog.tulane.edu/courses/thea/)
- Tides - Business (TIDB) (https://catalog.tulane.edu/courses/tidb/)
- Tides - Residential Learning Communities (TIDR) (https://catalog.tulane.edu/courses/tidr/)
- Tides - TU Interdisciplinary Experience (TIDE) (https://catalog.tulane.edu/courses/tide/)
- Tropical Medicine (TRMD) (https://catalog.tulane.edu/courses/trmd/)

**U**

- Urban Studies (URST) (https://catalog.tulane.edu/courses/urst/)

**W**

- Wellness & Human Performance (WLHP) (p. 116)

**Y**

- Yoruba (YRBA) (https://catalog.tulane.edu/courses/yrba/)

**Anthropology (PAAN)**

PAAN 2100  Land of the Pharaohs: An Introduction to Ancient Egypt  (3)

In Land of the Pharaohs, we will use a combination of reading, writing, lecture, and discussion to address some of the most common questions people have about ancient Egypt and about how we are able to reconstruct parts of its history and culture, including (but not limited to): What motivated the ancient Egyptians to invest so much effort and wealth into their tombs and temples? What was life like for most ancient Egyptians? What was expected of members of society? How did this differ if one was a man or a women? How do Egyptian hieroglyphs work? Are they “picture writing”? What do we really know about ancient Egypt and how do we know it? The primary sources that we will use to answer these and other questions include: literature, letters, and administrative records; mythological stories about ancient Egyptian gods and goddesses and about creation; material culture/archaeological remains, such as artifacts found in graves; and art and architecture.
PAAN 2110 Ancient Egyptian Religion & Magic (3)
In Ancient Egyptian Religion and Magic, we will use a combination of reading, writing, lecture, and discussion to address some of the most common questions people have about ancient Egypt and about its religion, including (but not limited to): Why and how were the Great Pyramids of Giza built? What motivated the ancient Egyptians to invest so much effort and wealth into their tombs and temples? What practices in ancient Egypt should we consider part of religion? Which should we call magic? Should we even differentiate between the two? Can religion be separated from other aspects of life in ancient Egypt? Were the ancient Egyptians "religious to excess" as the historian Herodotus said? The sources that we will use to answer these and other questions include: literature, prayers, employment records, and letters; mythological stories about ancient Egyptian gods and goddesses and about creation; archaeological materials, and art and architecture.

PAAN 2120 Pyramids, Tombs, and Mummies: Death and Burial in Ancient Egypt (3)
In Pyramids, Tombs, and Mummies (Death and Burial in Ancient Egypt), we will use a combination of reading, writing, lecture, and discussion to address some of the most common questions people have about ancient Egypt and about how and why people were buried the way that they were, including (but not limited to): What motivated the ancient Egyptians to invest so much effort and wealth into their tombs? During some periods, kings were buried in pyramids, but what about everyone else? How did afterlife and other religious beliefs influence the way that people wished to be cared for after death? Why did the ancient Egyptians sometimes go to great lengths to preserve bodies through mummification? The primary sources that we will use to answer these and other questions include: literature, letters, and administrative records; material culture/archaeological remains, such as artifacts found in graves; art and architecture; and Tulane's own Egyptian Collection.

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

PAAN 2912 Special Topics (3)
Special Topics in Anthropology.

PAAN 2913 Special Topics (3)
Special Topics in Anthropology.

PAAN 2914 Special Topics (3)
Special Topics in Anthropology.

PAAN 2915 Special Topics (3)
Special Topics in Anthropology.

PAAN 3150 Culture and Place: Historical Cultural Adaptation to a Tropical Island (6)
This course provides an introduction to the ways in which basic principles of ethnography, ethnohistory, and material culture studies can be used to understand the cultural landscape. Normally offered during the Summer Session, the course will usually be conducted abroad. The emphasis will be on collaborative research skills, understanding of other cultures, and appreciation of the interrelationship of anthropology and geography.

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

PAAN 3230 Historical Anthropology of Caribbean (3)
This course is an exploration of the historic factors which created the cultural diversity and themes that characterize the Caribbean islands today. We will examine the cultural backgrounds of the major national and ethnic groups that came to the islands of the West Indies from pre-Columbian times through the twentieth century. This is not a traditional history course, but rather an examination of the factors that gave rise to certain cultural patterns that are distinctively Caribbean. Topics will include pre-Columbian adaptations to life on small islands; ethnicity among Native Americans in the early historic period; the demise of Native American peoples; the cultural backgrounds of enslaved Africans; Caribbean Creole languages; differences in slavery among the various European colonial powers; the emergence of Voodoo; the daily lives of buccaneers and runaways; & the role of plantations in shaping Afro-Caribbean cultural identities; immigration after the end of slavery.

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

PAAN 3911 Special Topics (3)
Special Topics in Anthropology.

PAAN 3912 Special Topics (3)
Special Topics in Anthropology.

PAAN 3913 Special Topics (3)
Special Topics in Anthropology.

PAAN 3914 Special Topics (3)
Special Topics in Anthropology.

PAAN 3915 Special Topics (3)
Special Topics in Anthropology.
Architecture (PAAR)

PAAR 1230 New Orleans Architecture (3)
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)
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)
Special topics in architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

Art History (PAAH)

PAAH 3910 Special Topics (1-3)
Special topics in Art History.

Biology (PABI)

PABI 1200 Humanistic Biology (3)
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 1000 Economics for Non-Majors (3)
In this participative online course, students examine how the economy works as a whole and how individuals and companies make economic decisions and interact with one another within the economy; evaluate the frameworks economists use to analyze economic data and transactions; and investigate methodologies for projecting the allocation of resources for production and the distribution of goods and services among the individuals and households in the society. Notes: Only School of Professional Advancement students may receive credit for BSLS 1000. (Previously numbered as BSEC 1000)

BSLS 1110 Accounting I (3)
In this participative online course, students explore the concepts, techniques, and conventions for measuring and communicating the results of operations and the financial position of a business enterprise, based upon generally accepted accounting principles (GAAP) and using Microsoft Excel as a tool. The course emphasizes the development and the use of the financial information that is evaluated internally and reported to the public. Students master the preparation of the adjusting and closing entries and worksheet presentations necessary for monthly financial statements and the principles and theories supporting the proper accounting treatment of cash, accounts receivable, inventories, sales and payroll taxation, and other concepts. (Previously numbered as BSAC 1110)

BSLS 1120 Accounting II (3)
In this participative online course, which builds upon the accounting knowledge acquired in Accounting I and provides hands-on instruction in the use of accounting software systems such as QuickBooks, students will develop in-depth skills in financial accounting and examine the basic concepts of managerial and cost accounting and the role of accounting information in management decision-making for businesses. Pre- or co-requisite: BSLS 1110 or equivalent. (Previously numbered as BSAC 1120) Prerequisite(s): BSLS 1110* or BSAC 1110. * May be taken concurrently.

Prerequisite(s): BSLS 1110* or BSAC 1110. * May be taken concurrently.

BSLS 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99

BSLS 2210 Accounting Information Systems (3)
Through further instruction in the use of accounting software systems, including QuickBooks and others, with software certification as a goal, students in this participative online course will investigate the development, use, interaction, and maintenance of the information systems currently used in the accounting profession and develop the skills necessary to employ these software systems effectively to enhance the accounting process. Pre- or co-requisite: BSAC 1120 or equivalent. (Previously numbered as BSAC 2210) Prerequisite(s): BSLS 1120* or BSAC 1120. * May be taken concurrently.

Prerequisite(s): BSLS 1120* or BSAC 1120. * May be taken concurrently.

BSLS 2220 Intro to Finance (3)
In this participative online course, students develop the knowledge and skills necessary to analyze financial positions, risks, opportunities, and problems from the financial manager’s point of view, focusing upon the identification and assessment of discounted cash flow and the various analytical techniques and methods used to structure a firm’s balance sheet. (Previously numbered as BSFN 2210)

BSLS 2230 Intro to Investing (3)
Through lectures and practical exercises focusing upon the principles and practices of security analysis and the methods commonly employed in the analysis of financial statements, students master the fundamental principles of investment and explore the analytical methods underlying the selection of investment securities to meet specific needs. (Previously numbered as BSFN 2540)
BSLS 2240 Personal Financial Planning (3)
Through lectures and practical assignments, students explore the process of making effective decisions and building financial security and develop the knowledge and skills necessary to identify and engage competent bankers, brokers, accountants, insurance and real estate professionals. (Previously numbered as BSFN 3650)

BSLS 2250 Business Communications (3)
In this participative online course, students develop and improve business writing and communication skills by identifying and creating clear, concise, and correct business language; analyzing each audience to target and tailor messages appropriately; and using critical thinking and a problem-solving approach to analyze business issues. (Previously numbered as BSMT 2250)

BSLS 2310 Principles of Management (3)
In this participative online course, students examine the evolution of contemporary management approaches in response to changing circumstances; apply planning principles to set clear, verifiable or measurable goals and objectives; assess the methods managers use to plan in today's dynamic environment; describe a socially responsible organization and the manager's role in encouraging ethical behavior; identify the motivational principles that improve productivity and human relations, develop leadership and communication skills; and evaluate personal aptitude for management. (Previously numbered as BSMT 2310)

BSLS 2450 Career Success Strategies (3)
In this participative online course, students explore career options and develop long-term career plans, focusing upon in-depth investigation of lifestyle and career options and self-assessment and culminating in the creation and execution of a successful job search campaign. (Previously numbered as HRDV 2450)

BSLS 2500 Princ & Prac Real Estate (3)
Through lectures and practical exercises, students examine the laws governing real property and the tenets of real estate practice, including preparing for transactions; 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 functions associated with real estate negotiations and closings. (Previously numbered as REAL 2500)

BSLS 2750 Intro to Franchising (3)
In this participative online course, students examine franchising as a business form, from the perspectives of both the franchisor and the franchisee, and addressing franchising agreements and related documents, financing, site selection, marketing, financial management and operations, the franchisee/franchisor relationship, contractual requirements, trademarks, territorial rights, compliance issues, legal considerations, and evolving issues. (Previously numbered as BSMT 2750)

BSLS 2910 Special Topics (1-3)
These courses introduce new business concepts to the curriculum. Courses are chosen based upon levels of activity, interest, and new trends in business.

BSLS 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

BSLS 3210 Business Taxation (3)
Using the U.S. Internal Revenue Code as a basis, students examine the federal system of taxation, emphasizing the laws governing tax matters and analyzing the taxation of corporations, S corporations, and partnerships; and addressing payroll and sales taxation and the tax impacts of formation, ongoing operations, disposition of a business entity, and other transactions upon shareholders, partners, and other stakeholders. Pre-requisites: BSAC 2210 or equivalent. (Previously numbered as BSAC 3310) Prerequisite(s): BSLS 2210* or BSAC 2210. * May be taken concurrently.

Prerequisite(s): BSLS 2210* or BSAC 2210.

BSLS 3250 Business Statistics (3)
In this participative online course, students examine and evaluate the key concepts and techniques of statistics, including time series analysis and index number and computer implementation of statistical procedures, through the lens of practical business operations. Successful completion of high school algebra is recommended. Note: Meets math proficiency requirement for School of Professional Advancement Bachelor of Arts degrees only. (Previously numbered as BSMT 3250)

BSLS 3310 Business Report Writing (3)
Through writing-intensive assignments and skill-building exercises, students examine and apply techniques for communicating effectively and professionally, organizing and presenting ideas clearly and concisely, and identifying the appropriate voice, style and channel for contracting business scenarios. Notes: This course is approved as a Designated Writing Course for School of Professional Advancement majors. (Previously numbered as BSEN 3310) Prerequisite(s): ENGL 1010.

Prerequisite(s): ENGL 1010.

BSLS 3320 Compensation & Benefits (3)
In this participative online course, students analyze the purpose, structure and effectiveness of compensation systems; identify governing laws and resulting legal issues; examine methods of job design, analysis, and evaluation; review pay systems and the incentives and psychological and motivational aspects of pay, executive compensation, and compensation and benefits plan administration. (Previously numbered as HRDV 3520) Prerequisite(s): BSLS 3330 or HRDV 3330.

Prerequisite(s): BSLS 3330 or HRDV 3330.

BSLS 3330 Intro To Human Resources (3)
In this participative online course, students examine the organizational, legal, and psychological frameworks governing modern human resources administration and evaluate both the overall human resources function and the key role of the human resources department in furthering employee and organizational goals. (Previously numbered as HRDV 3330)
BSLS 3340 Managing Org Behavior (3)
In this participative online course, students analyze the methods by which organizations function; identify techniques for diagnosing and responding flexibly to organizational needs; evaluate the key themes that drive modern organizations, including teams, globalization and diversity, interpersonal and group communication, and organizational cultures; and explore the challenges inherent in negotiating the fit between the individual and the organization. (Previously numbered as BSMT 3340)

BSLS 3350 Professional Interviewing (3)
Through lectures and practical exercises, students examine and demonstrate the art of interviewing victims, witnesses, suspects, job applicants, and other persons in contrasting scenarios, focusing upon revealing deceit and corroborating truthfulness, identifying the objectives of the interview, establishing rapport, and analyzing the role of stress and discomfort in the interview process. (Previously numbered as HRDV 3450)

BSLS 3360 Plan, Recruit & Selection HR (3)
In this participative online course, students examine, from the perspective of both the employee and the organization, the strategic, legal and administrative issues associated with recruitment and selection of employees, including the assessment of staffing needs, coordination of human resources planning and organizational competitive strategy, and psychological aspects of human resources flow systems. Pre-requisites: BSLS 3330 or Director approval. (Previously numbered as HRDV 3650) Prerequisite(s): BSLS 3330 or HRDV 3330.

Prerequisite(s): BSLS 3330 or HRDV 3330.

BSLS 3370 Perf Appraisal & Productivity (3)
In this participative online course, students explore the development and implementation of performance appraisal systems consistent with an organization's competitive strategy and examine productivity-enhancing work designs such as Total Quality Management, teams, empowerment, and Business Process Reengineering. Pre-requisites: BSLS 3330 or Director's approval. (Previously numbered as HRDV 3700) Prerequisite(s): BSLS 3330 or HRDV 3330.

Prerequisite(s): BSLS 3330 or HRDV 3330.

BSLS 3380 Business Ethics (3)
In this participative online course, students apply theoretical critique and case-oriented methods to analyze the moral, ethical, and value issues that challenge business, industry, and corporate life, with a focus upon identifying the ethical principles and strategies that govern the management process and developing a personal business ethics code of conduct. Note: Satisfies one Humanities course requirement for School of Professional Advancement majors. (Previously numbered as BSMT 3380)

BSLS 3390 Employment & Labor Law (3)
In this participative online course, students 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 identify and apply best practices for establishing, maintaining and terminating the employment relationship; evaluating employment claims; and adhering to ethical practices. Pre-requisites: BSLS 3330 or Director's approval. (Previously numbered as HRDV 3920) Prerequisite(s): BSLS 3330 or HRDV 3330.

Prerequisite(s): BSLS 3330 or HRDV 3330.

BSLS 3400 Legal Aspects of Business (3)
Through lectures and practical exercises, students examine the laws governing various business organizations and relationships, including sole proprietorships, agencies, partnerships, corporations; assess the responsibilities of businesses toward their consumers; evaluate the requirements, rights, and obligations that contracts create; recognize the impacts of bankruptcy laws upon creditors and debtors; evaluate the consequences of willful and negligent acts; and identify methods for functioning successfully in corporate and business transactions. (Previously numbered as BSBL 3400)

BSLS 3450 Commercial Law (3)
Through lectures and practical exercises, students evaluate the concepts, principles, and laws that govern business transactions; examine the drafting, execution, and enforcement of contracts, mortgages, pledge assignments, and other security devices; explore the allocation of liability; identify legal procedures for enforcement and collection; and develop the professional skills and judgment necessary to function ethically and successfully in a commercial endeavor. (Previously numbered as BSBL 3450)

BSLS 3500 Adv. Real Estate Principles (3)
Through lectures and practical written exercises, students identify and apply the principles that govern real estate marketing and inform the decisions necessary to the successful purchase and sale of real estate, examining factors of supply and demand, financing options, investment analysis, and the real estate development process. (Previously numbered as REAL 3320)

BSLS 3600 Entrepreneurship (3)
In this participative online course, students examine the history of entrepreneurship, identify the personality traits common to entrepreneurs, explore methods for analyzing new venture opportunities from marketing, production, and organizational perspectives; and analyze the legal considerations involved in developing and financing a new business venture and protecting intellectual property. (Previously numbered as BSMT 3600)

BSLS 3650 Developing a Small Business (3)
Through lectures and practical exercises, students analyze the essentials principle of small business start-up and management, including methods for identifying and evaluating opportunities, establishing the operating structure, developing marketing and financial plans, and using financial reports to enhance the effective management of nascent and growing small business. (Previously numbered as BSMT 3650)
BSLS 3700 Global Business (3)
In this participative online course, students examine the strategies, benefits, costs, ethical practices, and conduct of businessmen, government leaders, workers, and customers in the global marketplace, including the economic, legal, and cultural impact of global business and current business and political events upon local and national communities. Note: Satisfies one Non-Western Culture requirement for School of Professional Advancement majors. (Previously numbered as BSMT 3700)

BSLS 4100 Internship & Professional Dev (1-3)
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.

BSLS 4910 Independent Study (1-3)
Limited to specifically defined circumstances, with prior Program Director approval only.

Information Technology (CPST)

CPST 1000 Intro To Office Applications (3)
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 Information Technology but can be used to satisfy a science distribution requirement for the School of Professional Advancement.

CPST 1070 Math For Info Technology (3)
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 Information Technology but can be used to satisfy one of the mathematics requirements for the School of Professional Advancement.

CPST 1200 Fund of Info Systems & Tech (3)
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)
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 Information Technology but can be used to satisfy a science distribution requirement for the School of Professional Advancement.

CPST 1880 Writing Intensive: CPST 1400 (1)

CPST 2200 Application Dev Fundamentals (3)
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. Prerequisite(s): CPST 1200.

Prerequisite(s): CPST 1200.

CPST 2300 Database Fundamentals (3)
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 1200.

Prerequisite(s): CPST 1200.

CPST 2400 Webpage Design & Development (3)
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. Prerequisite(s): CPST 2200.

Prerequisite(s): CPST 2200.

CPST 2500 IT Infrastructure Fundamentals (3)
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)
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. Prerequisite(s): CPST 1200.

Prerequisite(s): CPST 1200.

CPST 2700 Fund of Cybersecurity (3)
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. Prerequisite(s): CPST 1200.

Prerequisite(s): CPST 1200.

CPST 2910 Documentation & Tech Writing (3)
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 3050.

Prerequisite(s): CPST 3050.

CPST 2940 Information Tech Trans Credit (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

CPST 3050 Technology & Ethics (3)
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 Professional Advancement? Humanities Distribution Requirement. Prerequisite(s): CPST 1200.

Prerequisite(s): CPST 1200.

CPST 3100 Ethics & Tech thru SciFi (3)
The primary goal of this course is to introduce the theories, concepts, and vocabulary of philosophical ethics and to apply these notions to contemporary moral issues of technology use including human enhancement, artificial environments, the treatment of non-human animals, personal identity, and artificial intelligence. The course investigates ethical topics through the prism of classic science fiction stories that raise ethical questions and engender discussion of modern philosophical views of human values, ideals, and morality as they relate to applied technology use. The course further provides a survey of current ethical dilemmas and problems that arise in technology use. Prerequisite(s): CPST 1200*. * May be taken concurrently.

Prerequisite(s): CPST 1200*
* May be taken concurrently.

CPST 3200 Automation & Bot Development (3)
Robotic Process Automation (RPA) is a technology that is transforming the way modern businesses operate. The same way the advent of computers shifted people from using paper to using computers, the arrival of RPA is bringing another shift in the workplace, causing people to perform their jobs using information instead of computers. Over time, mundane and repetitive computer software tasks that humans perform will be replaced by software “bots”. As RPA shifts work from computers to information, one of the new jobs that will emerge across most industries will be that of a “bot developer”. Learning this technology positions students for job opportunities in this field. A bot developer must be able to design and create software robots by translating work people perform on computers into automated “scripts”, or sets of instructions, that are then programmed into robots. Prerequisite(s): CPST 2200*. * May be taken concurrently.

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

CPST 3220 O-O Programming w/ Java (3)
This course presents the fundamentals of the JAVA programming language. Topics include JAVA syntax, data types, design of classes, and 2300. Prerequisite(s): CPST 2200 and 2300.

Prerequisite(s): CPST 2200.

CPST 3230 Application Development In C++ (3)
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 and 2300.

Prerequisite(s): CPST 2200 and 2300.

CPST 3240 Python Game Development (3)
This course provides introduction to both fundamental programming concepts and the Python programming language. Students will be exposed to hands-on exercises including creating a 2D game using Python and Pygame. Prerequisite(s): CPST 2200*. * May be taken concurrently.

Prerequisite(s): CPST 2200*
* May be taken concurrently.
CPST 3250 User Interface/Experience Dsgn (3)
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 2200.

Prerequisite(s): CPST 2200.

CPST 3260 Virtualization and Cloud (3)
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.

Prerequisite(s): CPST 1200.

CPST 3270 Cloud Foundations (3)
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.

Prerequisite(s): CPST 4610.

CPST 3280 Cloud Architecture (3)
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.

Prerequisite(s): CPST 2300.

CPST 3290 Hybrid Cloud Infrastructure (3)
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.

Prerequisite(s): CPST 3260.

CPST 3300 Mobile Application Development (3)
This course focuses on developing hybrid mobile applications using the web technologies (HTML5, CSS and JavaScript). This course makes use of the Ionic framework that is built with mobile-optimized HTML5 and CSS based components and Angular (JavaScript framework). Students will learn about UI development with Ionic and then use Apache Cordova’s modules to access the native mobile platform’s capabilities from JavaScript. Students will finish an in-class project by following along with the Instructor step by step throughout a complete mobile app project in class, then build their individual mobile app (as homework) by finishing their individual project supervised under the instructor. At the end of this course students will be able to (1) Build mobile applications targeting multiple platforms with a single codebase, (2) Use various features of the Ionic framework to build hybrid mobile applications, (3) Leverage their HTML5, CSS, JavaScript and Angular skills. Prerequisite(s): CPST 2200*. * May be taken concurrently.

Prerequisite(s): CPST 2200*.

CPST 3310 Rel DB Design & Develpmt (3)
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.

Prerequisite(s): CPST 2300.

CPST 3400 Website Developmt w/ XML/XHTML (3)
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 2400*. * May be taken concurrently.

Prerequisite(s): CPST 2400*.

* May be taken concurrently.
CPST 3410 Website Dev w/ Javascript (3)
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*. * May be taken concurrently.

Prerequisite(s): CPST 2400.

CPST 3500 IT Project Management (3)
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.

Prerequisite(s): CPST 1200.

CPST 3550 Systems Analysis & Design (3)
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 1200.

Prerequisite(s): CPST 1200.

CPST 3610 Internet Server Admin with IIS (3)
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 2600 and 2400.

Prerequisite(s): CPST 2600 and 2400.

CPST 3650 Linux Administration & Security (3)
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 2500.

Prerequisite(s): CPST 2500.

CPST 3930 Cyber Threats & Cybersecurity (3)
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; cybersecurity investigations, evidence gathering, and legal challenges; and current and national policies for securing cyberspace and the impact of cybersecurity on privacy and civil liberties. Prerequisite(s): CPST 2700.

Prerequisite(s): CPST 2700.

CPST 4000 Independent Studies (1-4)

CPST 4100 Special Topics (3)
Prerequisite(s): CPST 2300.

Prerequisite(s): CPST 2300.

CPST 4101 SCRUM Development Method (3)

CPST 4200 PHP & Data Structures (3)
This course is for anyone who wants to learn how to build and maintain websites that use PHP with Data Structures. The prerequisites for this course is that you have basic HTML and CSS skills. This course gets you started with PHP and Data Structures as quickly as possible and then builds out your skills in a professional way. This course presents an array of PHP and Data Structure skills in a manageable progression designed to allow you to develop websites. Ever since it was created in 1995, PHP has been a favorite of developers for server-side web programming. In some surveys, it stands as today's most popular web programming language. By most counts, over a million websites have been written in PHP, including portions of today's largest, most recognizable sites, and often in tandem with databases. Prerequisite(s): CPST 2200* and 2300. * May be taken concurrently.

Prerequisite(s): CPST 2200* and 2300.

CPST 4250 Application Dev Capstone (3)
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 1200, 2200, 2300, 2500, 2600, 2700, 3220, 2400, 3310 and 3250.

Prerequisite(s): CPST 1200, 2200, 2300, 2500, 2600, 2700, 3220, 2400, 3310 and 3250.
CPST 4320 Business Intelligence (3)
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 1200.

Prerequisite(s): CPST 1200.

CPST 4340 Database Administration- SQL (3)
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.

Prerequisite(s): CPST 2300.

CPST 4350 Database Administration-Oracle (3)
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.

Prerequisite(s): CPST 2300.

CPST 4500 System Reqs Devel & Testing (3)
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 1200*. * May be taken concurrently.

Prerequisite(s): CPST 1200*. * May be taken concurrently.

CPST 4550 Product & Program Capstone (3)
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 1200, 2200, 2300, 2500, 2600, 2700, 2910, 3250, 3500, 3550 and 4500.

Prerequisite(s): CPST 1200, 2200, 2300, 2500, 2600, 2700, 2910, 3250, 3500, 3550 and 4500.

CPST 4610 Windows Server Administration (3)
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 1200 and 2500.

Prerequisite(s): CPST 1200 and 2500.

CPST 4640 TCP/IP Protocol (3)
This course will focus primarily on the TCP/IP protocol suite and a set of related network services. It is designed to help students understand networks that use TCP/IP, the suite of protocols that is used today for the Internet and most modern networks. Prerequisite(s): CPST 2600.

Prerequisite(s): CPST 2600.

CPST 4650 Unix System Administration (3)
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 1200 and 2500.

Prerequisite(s): CPST 1200 and 2500.

CPST 4670 Identity & Access Management (3)
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 4610.

Prerequisite(s): CPST 4610.
CPST 4710 Network Infrastructure Capstone (3)
This course is designed to help students learn how to design, implement and maintain a network infrastructure, including topics such as the Dynamic Host Configuration Protocol (DHCP), Windows Internet Name Server (WINS), Domain Name System (DNS), Remote Access and Virtual Private Networking (VPN). Prerequisite(s): CPST 1200, 2200, 2300, 2500, 2600, 2700, 3260, 4610, 4700 and 4750.
Prerequisite(s): CPST 1200, 2200, 2300, 2500, 2600, 2700, 3260, 4610, 4700 and 4750.

CPST 4750 IP Routing & Switching (3)
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 2600.
Prerequisite(s): CPST 2600.

CPST 4770 Advanced IP Networking (3)
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.
Prerequisite(s): CPST 4750.

CPST 4800 Virtualization Administration (3)
Prerequisite(s): CPST 4610.
Prerequisite(s): CPST 4610.

CPST 4810 Windows Security (3)
Prerequisite(s): CPST 4610.
Prerequisite(s): CPST 4610.

CPST 4850 Penetration Testing (3)
Prerequisite(s): CPST 2600 and 2700.
Prerequisite(s): CPST 2600 and 2700.

CPST 4870 Forensics, Investigate & Resp (3)
Prerequisite(s): CPST 2700 and 3600.
Prerequisite(s): CPST 2700 and 3600.

CPST 4900 Cyber Security Capstone (3)
Prerequisite(s): CPST 1200, 2200, 2300, 2500, 2600, 2700, 3930, 4850, 4930 and 4870.
Prerequisite(s): CPST 1200, 2200, 2300, 2500, 2600, 2700, 3930, 4850, 4930 and 4870.

CPST 4910 Special Topics (3)
This course is a special offering in the Information Technology program. Prerequisite(s): CPST 1200.
Prerequisite(s): CPST 1200.

CPST 4911 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours. Prerequisite(s): CPST 1200.
Prerequisite(s): CPST 1200.
Maximum Hours: 99

CPST 4912 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours. Prerequisite(s): CPST 1200.
Prerequisite(s): CPST 1200.

CPST 4913 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours. Prerequisite(s): CPST 1200.
Prerequisite(s): CPST 1200.

CPST 4914 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours. Prerequisite(s): CPST 1200.
Prerequisite(s): CPST 1200.

CPST 4915 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours. Prerequisite(s): CPST 1200.
Prerequisite(s): CPST 1200.

CPST 4916 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours. Prerequisite(s): CPST 1200.
Prerequisite(s): CPST 1200.

CPST 4917 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours. Prerequisite(s): CPST 1200.
Prerequisite(s): CPST 1200.

CPST 4918 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours. Prerequisite(s): CPST 1200.
Prerequisite(s): CPST 1200.

Maximum Hours: 99
CPST 4919 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated up to unlimited credit hours.
Prerequisite(s): CPST 1200.

CPST 4920 Special Topics (3)
This course is a special offering in the Information Technology program. Prerequisite(s): CPST 1200.

CPST 4930 Network Security (3)
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 2600 and 2700.

CPST 4950 Website Security (3)
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 2200, 2500 and 2700.

CPST 4950 Website Security (3)
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 2200, 2500 and 2700.

CPST 6010 Information Technology Fundamentals (3)
This course provides an overview of the concepts of modern information systems, information processing, data storage, critical infrastructure and information security and how these systems and aspects inter-relate. The course includes the key technologies and components that make up modern information systems as well as professional and ethical considerations when managing an Information Technology environment.

CPST 6050 Application Development Foundations (3)
This course provides an overview of application development principles. Core concepts include code constructs, problem analysis, algorithm design and solution implementation in a computer development language. Students will learn how to analyze business problems and create solutions through the development of technology applications. Students will study the basic concepts of development, internal representation of data, simple data types, searching and sorting techniques. Topics include software development methodology, data types, control structures, functions, arrays, and the mechanics of running, testing, and debugging.

CPST 6100 Networks & Systems (3)
This course covers topics related to computer network connectivity and data exchange between digital devices. Students will examine common networking terminology, and perform hands-on exercises using existing and emerging networking standards, protocols and architectures. Also covered are network operating systems, topologies, structured cabling, communications protocols, virtualization of servers, storage and enterprise technology infrastructure, including cloud. This course is intended to provide a solid foundation for further study of IT networking connectivity, IT infrastructure, and cloud computing principles.

CPST 6110 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6111 Special Topics (3)
This course is a special offering in the Information Technology program. Course may be repeated unlimited times for credit.

Course Limit: 99

CPST 6112 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6113 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6114 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6115 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6116 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6117 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6118 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6119 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 6120 Special Topics (3)
This course is a special offering in the Information Technology program.
CPST 6150 Database, Data Analysis, Data Structures (3)
This course provides an introduction to common database management systems with an emphasis on relational database concepts, database processing, data modeling, database design, development and implementation. Students will be exposed to relational database concepts, database design and modeling, database query using SQL, DDL and DML. This course provides a solid foundation to database administration, data warehouses and cloud services, including Data as a Service (DaaS) and Platform as a Service (PaaS).

CPST 6200 Cybersecurity/InfoSec (3)
This survey course provides the student with an overview of cybersecurity and a foundation for understanding the key issues associated with protecting digital and information assets. Students will be exposed to techniques needed to design a consistent, robust architecture that improves an organization’s cybersecurity posture. Students will be exposed to the spectrum of cybersecurity activities, devices, methods, methodologies, tools and procedures. Coverage will include auditing, inspection, prevention, detection, and response to cybersecurity threats, an overview of cybersecurity governance, and common cybersecurity roles.

CPST 6250 Enterprise Information Technology (3)
This course covers the basic principles and applications of information technology infrastructure that is used in large enterprises. Utility servers/appliances, server environments, enterprise applications, and cloud architecture will be presented in the course. Key concepts such as security, redundancy, reliability, maintainability, disaster recovery, and availability will be discussed. Students will be provided with an overview of technology architectures, data systems, and the applications that manage enterprise IT system resources.

CPST 6320 Business Intelligence (3)
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)
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)
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)
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)
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. Prerequisite(s): CPST 7000, 7150, 7200, 7600, 7800 and 7900.

Prerequisite(s): CPST 7000, 7150, 7200, 7600, 7800 and 7900.

CPST 7150 The Business of IT (3)
The goal of this course is to provide IT Management candidates with the experience in handling business processes that are necessary to successfully manage the business aspects of Information Technology. It covers business concepts and processes that art particularly germane to the management and use of Information Technology. These processes include Accounting and Finance, Human Capital and Payroll, Budget, Contract Management, Requests for Proposals, Statements of Work, and Service Level Agreements.

CPST 7200 Enterprise Application Arch (3)
The goal of this course is to prepare Chief Information Officers and Chief Technology officers and senior managers with progressive approaches for state-of-the-art Information Technology (IT) infrastructures. IT systems exist in an abstraction of an Operating Environment with identifiable system capabilities – physical properties, characteristics, strategies, tactics, security, and sometimes luck. This course addresses Enterprise Software Architecture (ESA) and will identify multiple Systems of Interest (SOI). An analysis of two SOI fundamental types of behavior will be studied – hierarchical and peer level interactions of software. An understanding and adoption of ESA will maximize successful implementation, minimize risk, simplify operations, and insure compliance with regulatory requirements.

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

CPST 7310 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7311 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7312 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7313 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7314 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7315 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7316 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7317 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7318 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7319 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7320 Special Topics (3)
This course is a special offering in the Information Technology program.

CPST 7600 Enterprise Infrastructure Arch (3)
Enterprise Hardware Architecture (EHA) maximizes business functionality, minimizes risk, simplifies operations, and complies with regulatory requirements. This course will provide students with the knowledge to build an open/standards-based Enterprise Hardware Architecture that utilizes virtualization of servers, storage area networks (SAN), and network capabilities. Utility servers/appliances, Multi-tier server environments, and Cloud architecture will be researched and presented in the course. Key performance parameters, such as security, redundancy, reliability, maintainability, and availability, will be major considerations in the designs. A decision based approach and iterative improvement processes based on service fulfillment and technology trends will be utilized by students to design individual class projects.
CPST 7800 Cyber Law and Policy (3)
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 (HIPPA), Sarbanes Oxley, the Federal Information Security Management Act (FISMA), and the National Institute of Standards and Technology, Minimum Security Requirements for Federal Information and Information Systems (FIPS 200).

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

CPST 7875 Independent Study (1-3)
CPST 7900 Sec & Cyber Threats - IT Mgrs (3)
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.

Cybersecurity Management (CSMT)

CSMT 7050 Leadership for CS Profns (3)
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)
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)
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 methodlogis 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)
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)
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)
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)
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)
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)
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)
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)
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)
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/documented 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.

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

Digital Design (DDSN)

DDSN 1100 Digital Design Foundation (3)
This studio course involves inquiry into the nature of the graphic design, game art & animation, and interactive fields. Topics introduced in this course are color theory for print and the screen, file types, design terminology, project workflow, aesthetics, visual concepts, typography and Adobe software fundamentals. The course also introduces students to oral and written communication for design practices, presentation techniques and the client-designer relationship. Lectures, readings, class demonstrations, group exercises and writing assignments are used. Prerequisites: None.

DDSN 1101 Digital Imaging (3)
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: DDSN 1100.

Prerequisite(s): DDSN 1100.

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

Prerequisite(s): DDSN 1100.
DDSN 1103 Foundations of Art (3)
This studio course examines the fundamental practices of art making. Students will analyze the Principles of Art, Elements of Design, and Color Theory. Students will explore varied drawing styles, techniques, and instruments. This course will introduce students to critique etiquette and the vocabulary of fine art.

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

Prerequisite(s): DDSN 1101 and 1102.

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

Prerequisite(s): DDSN 1101 and 1102.

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

Prerequisite(s): DDSN 1100.

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

Prerequisite(s): DDSN 1500.

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

Prerequisite(s): DDSN 1501.

DDSN 1503 3D Virtual Sculpting (3)
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: DDSN 1100, 1500, 1501, 1502.

Prerequisite(s): DDSN 1502.

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

Prerequisite(s): DDSN 1503.

DDSN 1505 Animation Studio I-Intro to An (3)
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: DDSN 1100, 1500, 1501, 1502.

Prerequisite(s): DDSN 1502.

DDSN 2000 Branding & Semiotics (3)
This studio course examines semiotics and identity (logo) design from historical and practical perspectives. Topics introduced in this course are the study of signs and symbols and the fundamentals of branding with a specific focus on identity (logo) design. Various types of logos will be analyzed and identified and the elements that make them iconic and memorable will be studied. With this knowledge, students will use the entire design process to create logos, symbols and app icons. Additionally, students will engage in written and verbal communication for ideation and presentation. Lectures, readings, class demonstrations, group exercises and writing assignments are used. Prerequisite(s): (DDSN 1101 or 1101) and (DDSN 1102 or 1102).

Prerequisite(s): DDSN 1101 and 1102.

DDSN 2100 Intro to UX Design (3)
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 1101 and 1102.

DDSN 2101 Foundation Interactive Design (3)
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 2100.
DDSN 2102 Digital Photography (3)
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.
Prerequisite(s): DDSN 1101 and 1102.

DDSN 2103 Intro to Copywriting (3)
This online course introduces students to the fundamentals of advertising copywriting. Lectures, readings, and online resources explore how to begin an assignment, find a brand voice, connect with and influence an audience, and develop concise, meaningful copy for traditional and digital media. Students will work alone and in pairs to research, concept, and write ads and campaigns for mock clients and service-learning projects. They will also analyze and critique their own and others’ writing through written assignments and in-class discussion. Class meets synchronously once each week. Prerequisite: ENGL 1010.

DDSN 2400 Digital Page Layout (3)
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.
Prerequisite(s): DDSN 1400 and 1401.

DDSN 2401 Design Studio I (3)
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.
Prerequisite(s): DDSN 2100 and 2400.

DDSN 2500 Modeling Studio II Character (3)
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.
Prerequisite(s): DDSN 1504 and 1505.

DDSN 2501 Animation Studio II (3)
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.
Prerequisite(s): DDSN 1504 and 1505.

DDSN 2502 Digital Art Studio III Modular (3)
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.
Prerequisite(s): DDSN 1504 and 1505.

DDSN 2503 Animation Studio III (3)
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.
Prerequisite(s): DDSN 2500, 2501 and 2502.

DDSN 2504 Game Engine Studio I (3)
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.
Prerequisite(s): DDSN 2500, 2501 and 2502.

DDSN 2505 Game Engine Studio II (3)
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.
Prerequisite(s): DDSN 2500, 2501 and 2502.

DDSN 2600 Interactive Design Studio I (3)
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.
Prerequisite(s): DDSN 1401, 2101, CPST 3400 and 3410.

DDSN 2601 Digital Narrative Studio I (3)
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 1401, 2101, CPST 3400 and 3410.
DDSN 2602 Motion Design Studio (3)
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 concept-driven storytelling 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): CPST 3400, 3410, DDSN 2600 and 2601.

DDSN 2603 Interactive Technologies (3)
This special topics course introduces students to basic web language standards and vocabulary, beginner level development procedures and protocols, and interactive technologies used in marketing, design, PR, and online markets. Students will learn how to apply their knowledge to solve interconnectivity issues, articulate development goals with computer science professionals, and complete basic level development edits in online environments. Students will communicate ideas via written and verbal presentations. Pre-requisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101
Prerequisite(s): DDSN 1401 and 2101.

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

DDSN 3400 Design Studio II (3)
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)
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.
Prerequisite(s): DDSN 2401.

DDSN 3402 Poster Design (3)
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.
Prerequisite(s): DDSN 3400.

DDSN 3403 M. A. D. Studio (3)
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.
Prerequisite(s): DDSN 3400 and 3600.

DDSN 3404 Copywriting Studio (3)
This online studio course advances students’ understanding of the discipline of copywriting. Lectures, readings, and case studies explore the many ways language functions in advertising — to educate, sell, influence, entertain, shock, and shape culture. Students will work alone and in pairs to research, concept, and write ads and campaigns for mock clients and service-learning projects. This could include writing for projects in concurrent design courses or refining and extending existing portfolio pieces. Students will also analyze and critique their own and others’ writing through written assignments and in-class discussion. Class meets synchronously once each week. Prerequisites: ENGL 1010 and DDSN 2103.
Prerequisite(s): ENGL 1010 and DDSN 2103.

DDSN 3500 Digital Art Effects Complex (3)
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.
Prerequisite(s): DDSN 2503, 2504 and 2505.

DDSN 3501 Game Engine Studio III (3)
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.
Prerequisite(s): DDSN 3500.

DDSN 3502 Digital Art Studio IV (3)
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.
Prerequisite(s): DDSN 3500.
DDSN 3503 Workflow Intro Deve Pipelines (3)
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, 2500, 2501, 2502, 2503, 2504, 2505, 3500, 3502.

Prerequisite(s): DDSN 3502.

DDSN 3504 Team Game Art i Interactive (3)
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.

Prerequisite(s): DDSN 3502.

DDSN 3505 Typography 2 (3)
This studio course closely examines lettering, typography and the structure and nuances of the Roman alphabet. Attention will be given to form, history and concept in type. Topics discussed are customizing typefaces, creating glyphs and alphabets, custom display lettering, the relationship between type and image, and working with large amounts of text and multiple pages. Additionally, students engage in written and verbal communication for ideation and presentation. Lectures, readings, videos, exercises, projects and writing assignments are used. Prerequisite(s): DDSN 2401.

Prerequisite(s): DDSN 2401.

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

Prerequisite(s): DDSN 2602, CPST 3400 and 3410.

DDSN 3601 SEO SEM (3)
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.

Prerequisite(s): DDSN 2602, CPST 3400 and 3410.

DDSN 3602 Interactive Design Studio II (3)
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, 2101, 2600, 2600, 2601, 2602, CPST 3400, CPST 3410.

Prerequisite(s): DDSN 2602, CPST 3400 and 3410.

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

Prerequisite(s): DDSN 3600, CPST 3400 and 3410.

DDSN 3604 Motion Design Studio II (3)
This studio courses uses advanced UX, UI, interactive design techniques and software to communicate a concept to an audience. Students will understand advanced interactive design techniques and apply techniques to class assignments. Students will create content-rich design solutions showcased within an interactive context using working prototypes in mobile-first design. Prerequisites: DDSN 1100, 1101, 1102, 1401, 2100, 2101, 2600, 2600, 2601, 2602, 3600, 3601, 3602, 3603, CPST 3400, CPST 3410.

Prerequisite(s): DDSN 3601, 3602, 3603, CPST 3400 and 3410.

DDSN 4100 Portfolio & Prof Practices (3)
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.

Prerequisite(s): DDSN 3404 and 4405.
DDSN 4400 Business of Design (3)
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.

Prerequisite(s): DDSN 3403 and 3600.

DDSN 4401 Design for Good (3)
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.

Prerequisite(s): DDSN 3403 and 3600.

DDSN 4402 Packaging Design (3)
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.

Prerequisite(s): DDSN 3403 and 3600.

DDSN 4403 Corporate Identity (3)
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.

Prerequisite(s): DDSN 4400.

DDSN 4404 Environmental Design (3)
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 4400.

DDSN 4405 Design Studio III (3)
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.

Prerequisite(s): DDSN 4400, 4402 and 4404.

DDSN 4406 Designer as Author (3)
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.

Prerequisite(s): DDSN 4400, 4402 and 4404.

DDSN 4450 Portfolio Studio (3)
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.

Prerequisite(s): DDSN 3503 and 3504.

DDSN 4501 Capstone Game Art Studio (3)
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, 3500, 3502, 3503, 3504.

Prerequisite(s): DDSN 3503 and 3504.

DDSN 4500 Multi-Media Studio (3)
This studio course encourages the use of multiple media to communicate to an audience. Students will use narrative, social media, motion, website design and other interactive applications per their strategy to create a multimodal user-experience. Students will present ideas both in written and verbal form. Prerequisites: DDSN 1100, 1101, 1102, 1400, 1401, 2100, 2600, 2601, 2602, 3600, 3601, 2602, 3603, CPST 3400, CPST 3410.

Prerequisite(s): DDSN 3601, 3602, 3603, CPST 3400 and 3410.
DDSN 4601 Digital Design Co-op (1)
This 1 credit seminar course acts as a mock agency and allows students to create projects for local businesses in the New Orleans community. The professor will act as the account executive to manage workflow while students mimic the team roles within a creative agency setting. Students may be expected to create 2D works, 3D works, interactive elements, illustrative elements, and branding packages. Students will gain experience working one-on-one with a real client as well as with printing and production houses. The course is by application only and students are selected by the Program Director. Departmental Approval Required.

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

DDSN 4901 Special Topics (3)
Special Topics in Digital Design.

DDSN 4902 Special Topics (3)
Special Topics in Digital Design. Course may be repeated up to unlimited credit hours

Course Limit: 99

DDSN 4903 Special Topics (3)
Special Topics in Digital Design. Course may be repeated up to unlimited credit hours

Course Limit: 99

DDSN 4904 Special Topics (3)
Special Topics in Digital Design. Course may be repeated up to unlimited credit hours.

Course Limit: 99

DDSN 4905 Special Topics (3)
Special Topics in Digital Design. Course may be repeated up to unlimited credit hours.

Course Limit: 99

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

DDSN 5050 Digital Design Practicum (3)
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.

Education (EDUC)

EDUC 1940 Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Departmental approval may be required.

Maximum Hours: 99
EDUC 3420 Emergent Literacy (3)
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. Prerequisite(s): EDLA 2000, 2890, EDUC 3410 and 3893.
Prerequisite(s): EDLA 2000, 2890, EDUC 3410 and 3893.

EDUC 3510 Teaching ECE Sci & Soc Studies (3)
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). Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3420 and 3801.
Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3420 and 3801.

EDUC 3801 Methods Reading Early Child (3)
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. Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3420 and 3893.
Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3420 and 3893.

EDUC 3802 Methods Reading Secondary Ed (3)
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. Prerequisite(s): EDLA 2000, 2890, EDUC 3410 and 3893.
Prerequisite(s): EDLA 2000, 2890, EDUC 3410 and 3893.
EDUC 4110 Teaching Social Studies & Writing in the Early Childhood Classroom (3)
This course will focus on the pedagogy and methods of teaching social studies and various genres of writing in the PreK-3rd grade classroom. This course covers methods for teaching developmentally appropriate 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 will work with manipulatives and technology to explore social studies, solve problems, and learn ways to teach this content to children. They will also learn the importance of the reading/writing connection, traits of effective 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 with connections to social studies. Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3420, 3802, and 3893.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3420, 3801 and 3893.

EDUC 4120 Teaching Science in the Early Childhood Classroom (3)
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, inquiry-based learning and on performance-based assessment. Students will work with manipulatives and technology to explore science and social studies, solve problems, and learn ways to teach this content to children. They will also practice creating and refining age-appropriate unit and lesson plans based on the Understanding by Design model (Wiggins & McTighe). Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3420, 3802, and 3893.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3420, 3801 and 3893.

EDUC 4130 Math in Early Child Classrooms (3)
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). Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3420, 3801 and 3893.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3420, 3801 and 3893.

EDUC 4210 Secondary Methods of Teaching (3)
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. Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3802 and 3893.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893 and 3802.

EDUC 4220 Methods II Social Studies (3)
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. Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3802, 4210 and 3893.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3802, 4210 and 3893.

EDUC 4230 Methods II Science (3)
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. Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210.
EDUC 4240 Methods II English (3)
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. Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210.
Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210.

EDUC 4250 Methods II Math (3)
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. Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210.
Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210.

EDUC 4260 Methods II: Foreign Language (3)
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. Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210.
Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210.

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

EDUC 5210 Residency Student Teach PK-3 (3)
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. Prerequisite(s): (EDLA 2000, 2890, 3160, EDUC 3410, 3893, 3420, 3801, 4110, 4120 and 4130) or Permission of Director.
Prerequisite(s): EDLA 2000, 2890, 3160, EDUC 3410, 3893, 3420, 3801, 4110, 4120 and 4130.

EDUC 5220 Residency Student Teach PK-3 (3)
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. Prerequisite(s): (EDLA 2000, 2890, 3160, EDUC 3410, 3893, 3420, 3801, 4110, 4120, 4130 and 5210) or Permission of Director.
Prerequisite(s): EDLA 2000, 2890, 3160, EDUC 3410, 3893, 3420, 3801, 4110, 4120, 4130 and 5210.

EDUC 5230 Pract Resid Early Child PK-3 (3)
The yearlong residency (2 semesters) is the culminating course of Tulane’s Teacher Preparation & Certification Program and occurs the year following the completion of the first 27 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching all day, attend a series of seminars, and complete projects directly related to their teaching assignment. Candidate must be hired as a full-time teacher in a school system and will be under the supervision of a mentor teacher at the school site as well as university faculty. Prerequisite(s): (EDLA 2000, 2890, 3160, EDUC 3410, 3893, 3420, 3801, 4110, 4120 and 4130) or Permission of Director.
Prerequisite(s): EDLA 2000, 2890, 3160, EDUC 3410, 3893, 3420, 3801, 4110, 4120 and 4130.

EDUC 5240 Pract Resid Early Child PK-3 (3)
The yearlong residency (2 semesters) is the culminating course of Tulane’s Teacher Preparation & Certification Program and occurs the year following the completion of the first 27 hours of professional coursework. The candidate will blend theory and practice in the actual activity of teaching all day, attend a series of seminars, and complete projects directly related to their teaching assignment. Candidate must be hired as a full-time teacher in a school system and will be under the supervision of a mentor teacher at the school site as well as university faculty. Prerequisite(s): (EDLA 2000, 2890, 3160, EDUC 3410, 3893, 3420, 3801, 4110, 4120 and 4130) or Permission of Director.
Prerequisite(s): EDLA 2000, 2890, 3160, EDUC 3410, 3893, 3420, 3801, 4110, 4120 and 4130.
EDUC 5250 Residency Student Teach 6-12 (3)
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. Prerequisite(s): (EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4260)) or Permission of Director.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4260).

EDUC 5260 Residency Student Teach 6-12 (3)
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. Prerequisite(s): (EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4260) and EDUC 5270) or Permission of Director.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4260) and EDUC 5270.

EDUC 5270 Practitioner Residency 6-12 (3)
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. Prerequisite(s): (EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4260) and EDUC 5270) or Permission of Director.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4260).

EDUC 5280 Practitioner Residency 6-12 (3)
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. Prerequisite(s): (EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4360) and EDUC 5270) or Permission of Director.

Prerequisite(s): EDLA 2000, 2890, EDUC 3410, 3893, 3802 and 4210 and (EDUC 4220, 4230, 4240, 4250 or 4360) and EDUC 5270.

EDUC 5380 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 5390 Junior Year Abroad (1-20)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 5500 Assessment and Evaluation of Students with Disabilities (3)
This course introduces educators to the collection and use of comprehensive assessment and evaluation data to ensure the success of students with high incidence disabilities. Educators will analyze frameworks for assessment and evaluation to underscore the sequence, procedures, and decisions involved in a comprehensive process. Topics include collecting data through multiple measures to drive informed decisions about identification, eligibility, IEP creation, services, and instruction; it also targets curriculum resources and intervention strategies with an emphasis on tiered planning and implementation. At the completion of this course, educators will be able to identify, understand, and implement evidence-based practices on data usage with a particular emphasis on using data to design instructional and behavioral interventions necessary for building on individual strengths and addressing the needs of students with disabilities.

EDUC 5510 Collaborative Teaming (3)
This course focuses on the knowledge and skills necessary to form productive, collaborative relationships with families, paraeducators, general educators, building leaders, and service providers to best serve the needs of students. Emphasis is placed on implementing federal and state mandates for special education and related service programs as they relate to building and maintaining relationships with and developing effective school programs. Course topics include collaboration in schools, community systems and families, historical perspectives of family life and school involvement, effective relationships between home, school and community, communication among professionals and with families, school-based programs, and multicultural considerations. At the completion of this course, educators will be able to describe, plan for, and implement best practices in team collaboration and communication for the benefit of students.
EDUC 5520 Instructional Practices in Special Education (3)
This course examines various ways of assessing student knowledge and identifying and implementing evidence-based practices to increase the success of students with disabilities in mathematics, social studies, science, and English language arts, primarily in grades 3-12. Tulane students learn best practices for understanding and evaluating curricular demands, monitoring student progress in content-area courses, providing tiered supports and accommodations in teaching, using assessment and grading alternatives, and incorporating the principles of explicit and strategic instruction to design methods that will promote and enhance content-area learning. This course also presents the needs for specialized services to meet specific learning and/or behavioral needs and provides the basic frameworks for conceptualizing best practices, including the principles of Universal Design for Learning and Multi-Tier Systems of Support (MTSS). At the completion of this course, educators will be able to discuss, evaluate, and design the appropriate school and community settings. At the completion of this course, they will have the framework for fostering post-secondary success through a student-centered plan focused on the knowledge and skills necessary for successful transition to college, career, and independent living.

Note: This course is part of the required course sequence for the grades 4-8 and 6-12 "mild-moderate add-on special education certification" in the state of Louisiana. Prerequisites: EDUC 5500, 5510.

Prerequisite(s): EDUC 5500 and 5510.

EDUC 5530 Reading and Literacy (3)
This course provides in-depth learning experiences targeting literacy. Educators will learn about assessment tools and assessment systems used in tiered support frameworks to determine the required intensity of literacy support and instruction needed by children/adolescents with high-incidence special education needs. The course also provides evidence-based instructional approaches and effective curricula that have been developed for students with disabilities and students who are struggling in general. At the completion of this course, educators will be able to evaluate and design initial instructional accommodations and interventions for meeting the needs of students with high incidence disabilities. Prerequisites: EDUC 5500, 5510.

Prerequisite(s): EDUC 5500 and 5510.

EDUC 5540 Behavior Support and Intervention (3)
This course provides a framework for teaching and a problem-solving approach for developing behavioral interventions for both students with disabilities and their typical peers. Tulane students explore strategies for developing pro-social behavior in classrooms and whole-school contexts. They also learn to implement data collection as well as direct observation to assess problem behavior, discover the functions of problem behavior, and explore pro-social alternatives for home, school and community settings. At the completion of this course, educators will be able to discuss, evaluate, and design the appropriate interventions for students requiring additional behavior supports. Prerequisites: EDUC 5500, 5510.

Prerequisite(s): EDUC 5500 and 5510.

EDUC 5550 Self-Determination and Transition (3)
This course provides a background in career development and transition education for persons with disabilities from middle school through adulthood. Emphasis is placed on IDEA requirements for transition services, career development, and the transition processes; transition services assessment, secondary special education curricular implications, career development and transition service needs; collaborative services in schools and communities to promote quality transition services; and current issues and trends in transition education and services. At the completion of this course, educators will have a framework for fostering post-secondary success through a student-centered plan focused on the knowledge and skills necessary for successful transition to college, career, and independent living.

Note: This course is part of the required course sequence for the grades 4-8 and 6-12 "mild-moderate add-on special education certification" in the state of Louisiana. Prerequisites: EDUC 5500, 5510.

Prerequisite(s): EDUC 5500 and 5510.

EDUC 5560 Fundamentals of Instructional Technology (3)
This course provides a problem-solving approach and the framework for supporting instruction with appropriate assistive technology for students with disabilities. In it, Tulane students explore strategies for providing access and opportunity for success with the academic and social aspects of schooling, and learn to progress monitor and adjust appropriate supports to maximize the benefit for students. At the completion of this course, educators will be able to create engaging, effective learning experiences for students with disabilities with the assistance of appropriate instructional technologies. Note: This course is part of the required course sequence for the "mild-moderate add-on special education certification" in the state of Louisiana. Prerequisites: EDUC 5500, 5510.

Prerequisite(s): EDUC 5500 and 5510.

EDUC 5890 Service Learning: EDUC 5120 (0-1)
Within course service learning/practicum component for EDUC 5010 Secondary Education Methods I. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

EDUC 5892 Service Learning: EDUC 5110 (0-1)
Within course service learning/practicum component for EDUC 5110 Secondary Methods of Teaching English. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 5893 Service Learning: EDUC 5090 (1)
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)
Within course service learning/practicum component for EDUC 5130 Secondary Methods of Teaching II: Foreign Language.

Corequisite(s): EDUC 5130.
EMMT 6001 Intro to Emergency Management (3)
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 and HMLS 6250.

EMMT 6002 Health & Med Issues in EM (3)
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): EMMT 6001 and HMLS 6250.

EMMT 6003 Approaches- Counter Terrorism (3)
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)
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)
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)
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)
This is an advanced examination of modern emergency management concepts, national and international trends, practical and political issues and policies, technological applications to emergency management, and the development and practical implementation of sound emergency management practices designed to protect people, communities, critical infrastructure and key assets. Course content includes reviews of emergency management policy and procedures in the U.S. and other countries, legal issues, social science perspectives, planning concepts and techniques, disaster modeling, operational problems, analytical methods, special populations, and management styles. Case studies are used to examine examples of effective and ineffective plans, responses, and recoveries from natural and technological disasters.

EMMT 6008 Cyber Threats and Homeland Sec (3)
“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)
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)
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)
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)
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 (PAEN)
PAEN 1000 Composition and Reading (3)
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)
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.

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

PAEN 3020 Special Topics (3)
Special topics in English. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PAEN 3100 Introduction to Poetry Writing (3)
Introductory to poetry writing is a workshop course in poetry writing. We will be reading and writing poetry. Students will be introduced to the writing workshop format. Classes are primarily devoted to roundtable discussion of both outside reading and student work. Close reading, in which we note structure, style, tone, and the development of individual voice and point of view, will be the insignia of the class. Through writing exercises, critical readings of both professional and peer writing, constructive reviews, forum discussions, and writing workshops, students will develop the skills necessary to write then revise their own poems. We workshop peer writing where students receive constructive feedback on their own creative writing, participate in the critique of peer work and engage fully in the processes of revision.
PAEN 3310 Business Report Writing (3)
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.

Prerequisite(s): ENGL 1010.

PAEN 3349 Mad Men A Critical Analysis (3)
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.

PAEN 3350 Coming of Age Movies (3)
This course is not a film appreciation course. Rather, students will use the assigned coming-of-age films as a springboard for imaginative critical analysis and general film study. It’s not necessary to be a fan, per se, of the assigned films; you just have to think about them, critically, from wide-ranging perspectives. We will also study cinematic elements, given the obvious visual nature of the course.

General Legal Studies (GLSP)

GLSP 2010 Intro to the Legal System (3)
Through lectures and practical exercises, students explore the American legal system, including both civil and common law, focusing upon the role of the paralegal; master necessary skills in vocabulary, interviewing and investigation, law office administration, legal document drafting, and litigation support; and recognize and apply principles of professional ethics, including but not limited to the unauthorized practice of law. Online and in-person sections available in alternating semesters. Pre-requisite: ENGL 1010 Note: Satisfies one Social Science requirement for School of Professional Advancement majors.

Prerequisite(s): ENGL 1010.

GLSP 3020 Legal Research (3)
Through lectures and hands-on exercises students master efficient, effective legal research strategies, using the law school library, Westlaw, and other online and print resources for research. Online and in-person sections available. Pre-requisite: ENGL 1010

Prerequisite(s): ENGL 1010.

GLSP 3030 Legal Writing (3)
Building upon the research and analytical skills developed in GLSP 3020 - Legal Research, and through written assignments and practical exercises, students develop the skills and knowledge to draft motions, pleadings, correspondence, and other necessary legal documents. Online and in-person sections available. Pre-requisite: GLSP 3020.

Prerequisite(s): GLSP 3020.

GLSP 3050 Litigation I (3)
Through lectures and practical exercises, students explore litigation in the U.S. federal and state courts, including both the civil and common law systems; recognize and apply terminology; analyze jurisdiction and venue; perform client interviews and investigations; draft initial pleadings, motions, memoranda, and discovery documents; evaluate and plan for motion practice; and develop skills in calendaring, file management, document production, depositions, and other aspects of discovery. Online and in-person sections available in alternating semesters. Pre-requisite: ENGL 1010

Prerequisite(s): ENGL 1010.

GLSP 3060 Litigation II (3)
Building upon the knowledge and skills developed in GLSP 3060 - Litigation I, students examine the U.S. state and federal court systems in greater depth, using the theory-of-the-case approach to assess the procedural, evidentiary, and substantive rules governing civil litigation; and 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. Online and in-person sections available in alternating semesters. Pre-requisite: GLSP 3050.

Prerequisite(s): GLSP 3050.

GLSP 3070 Legal Technology (3)
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-requisite: ENGL 1010

Prerequisite(s): ENGL 1010.

GLSP 4010 Busn & Corporate Practice (3)
Through lectures and practical exercises, students examine the laws governing various business organizations and relationships, including sole proprietorships, agencies, partnerships, corporations; assess the responsibilities of businesses toward their consumers; evaluate the requirements, rights, and obligations that contracts create; recognize the impacts of bankruptcy laws upon creditors and debtors; evaluate the consequences of willful and negligent acts; and identify the role of the paralegal in successful corporate and business transactions. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

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

GLSP 4030 Louisiana Succession Practice (3)
Through lectures and practical exercises, students explore Louisiana’s substantive law of successions and donations and the role of the paralegal within a successions practice; master the drafting of 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; identify and 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): GLSP 3030, 3060 and 3070.
GLSP 4040 Real Property Practice (3)
Through lectures and practical exercises, students examine the laws governing real property and the tenets of real estate practice, including 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 functions associated with real estate negotiations and closings. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

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

GLSP 4050 Family Law (3)
Through lectures and practical exercises, students explore current and projected issues in family law and evaluate the role of the paralegal in cases arising from marriage, children, and property; identify and apply the components of effective 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 perform other related functions. Online and in-person sections available in alternating semesters. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director. Note: Satisfies one Social Science requirement for School of Professional Advancement majors.

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

GLSP 4070 Immigration Law Practice (3)
Through practical exercises and online discussions in this participative online course, students explore the development and enforcement of immigration law in the U.S., based upon the Constitution, federal laws, and social policies; identify the social institutions involved in immigration; and evaluate the administration of immigration benefits, including determination of citizenship, naturalization, and other types of immigration status. Pre-requisite: ENGL 1010. Notes: Satisfies one Social Science requirement for School of Professional Advancement majors.

Prerequisite(s): ENGL 1010.

GLSP 4080 Criminal Law (3)
Through lectures and practical exercises, students explore the practice of criminal law, including criminal procedure and court rules, prosecutorial functions, probation, juvenile courts, mental commitment procedures, bail, and sentencing; and develop the skills necessary to perform 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)
Through lectures and practical exercises, students examine the U.S. governmental agencies that promulgate and enforce the rules through which state and federal statutes have practical application; identify and analyze applicable rules; investigate 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): GLSP 3030, 3060 and 3070.

GLSP 4100 Advanced Legal Technology (3)
Through lectures and hands-on exercises, students define the paralegal's role in the organization and efficient operation of law offices, examining key administrative functions, 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 fulfilling other administrative needs. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

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

GLSP 4120 Admiralty Practice (3)
Through lectures, case law readings, and practical exercises, students examine the substantive laws governing maritime matters, as applied through federal and state regulations; identify issues arising from marine insurance, personal injury rights and liabilities, salvage, ship mortgages, and domestic and foreign towage regulations; and draft bills of lading, limitations of liability, and other documents. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

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

GLSP 4140 Oil and Gas Law (3)
Through lectures and practical exercises, students analyze 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, with a 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.

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

GLSP 4150 Commercial Law (3)
Through lectures and practical exercises, students evaluate the concepts, principles, and laws that govern business transactions; examine the role of the paralegal in the drafting, execution, and enforcement of contracts, mortgages, pledge assignments, and other security devices; explore the allocation of liability; identify legal procedures for enforcement and collection; and develop the professional skills and judgment necessary to function ethically and successfully 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)
Through lectures and 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): GLSP 3030, 3060 and 3070.
GLSP 4180 Bankruptcy Practice (3)
Through practical exercises and online discussions, students in this participative online course explore 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; and ethical issues, such as a debtor's right to a fresh start versus a creditor's right to a meaningful distribution. Prerequisites: GLSP 3030, 3060 and 3070, or approval of Director.

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

GLSP 4190 Legal Ethics (3)
Through practical exercises, lectures, discussions, and visual media, students in this participative asynchronous online course examine the professional and ethical dilemmas legal professionals face and compare 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. Prerequisites: GLSP 3030, 3060 and 3070, or approval of Director. Notes: Satisfies one Humanities course requirement for School of Professional Advancement majors.

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

GLSP 4220 Insurance Law Practice (3)
In this participative online course, students examine the state and federal laws governing the insurance industry and the legal actions arising under insurance contracts in Louisiana and other states. Through practical exercises and online discussions, students develop the skills to perform the tasks typically assigned to paralegals in the claims handling process, litigation defense, and case management; and identify the issues of ethics and professionalism that arise in insurance matters. Prerequisites: GLSP 3030, 3050 and 3060 or approval of Director.

Prerequisite(s): GLSP 3030, 3050 and 3060.

GLSP 4230 Pro Bono Practice (3)
Through lectures, on-site interviews, and practical exercises, students identify and evaluate the governmental and private agencies that provide free or low-cost legal services to lower-income persons and develop the skills required for the tasks typically assigned to paralegals in pro bono practice. Prerequisites: GLSP 3030, 3050 and 3060 or approval of Director.

Prerequisite(s): GLSP 3030, 3050 and 3060.

GLSP 4240 Intellectual Prop & Entertain (3)
Through lectures and practical exercises, students examine the state and federal laws governing intellectual property, including trade secrets, patents, copyrights, and trademarks; evaluate the respective roles of lawyers and paralegals in researching, monitoring, enforcing, and otherwise maintaining intellectual property protection; and analyze intellectual property issues in the context of the mass media and entertainment industries. Prerequisites: GLSP 3030, 3050 and 3060 or approval of Director.

Prerequisite(s): GLSP 3030, 3050 and 3060.

GLSP 4280 Personal Injury - Malpractice (3)
Through practical exercises and online discussions, students in this participative online course explore 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 paralegal skills necessary for personal injury law practice, including organizing and maintaining files, drafting pleadings, obtaining and summarizing medical records, performing factual investigations and other functions. Prerequisites: GLSP 3030, 3060 and 3070, or approval of Director.

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

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

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

GLSP 4300 Louisiana Notary Law (3)
Through lectures and practical drafting exercises, students evaluate the laws governing Notary Publics in Louisiana, focusing upon duties and powers and the specific documents notaries may draft or authenticate 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.

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

GLSP 4310 Employment Law (3)
Through lectures and in-class discussions students 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 identify and apply best practices for establishing, maintaining and terminating the employment relationship; evaluating employment claims; and adhering to ethical practices. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director. Online and in-person sections available in alternating semesters.

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

GLSP 4320 Louisiana Notary Law (3)
Through practical exercises and online discussions, students in this participative asynchronous online course explore 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; and 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): GLSP 3030, 3060 and 3070.

GLSP 4240 Intellectual Prop & Entertain (3)
Through lectures and practical exercises, students examine the state and federal laws governing intellectual property, including trade secrets, patents, copyrights, and trademarks; evaluate the respective roles of lawyers and paralegals in researching, monitoring, enforcing, and otherwise maintaining intellectual property protection; and analyze intellectual property issues in the context of the mass media and entertainment industries. Pre-requisites: GLSP 3030, 3050 and 3060 or approval of Director.

Prerequisite(s): GLSP 3030, 3050 and 3060.
GLSP 4330 White Collar Crime (3)
Through lectures, reading assignments, and practical exercises, students examine applicable state and federal laws and the nature, investigation, and prosecution of white-collar crimes; compare the types of corporate, governmental, environmental, and economic crimes that arise; and assess their economic and sociological impacts. Practical exercises define the inter-related roles of prosecutors, defense attorneys, and paralegals in the investigation and prosecution of white-collar crimes. Pre-requisites: GLSP 3030, 3060 and 3070 or approval of Director.

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

GLSP 4340 Social Security Disability Law (3)
Through lectures and practical exercises, students examine U.S. 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, and the duties and responsibilities of Administrative Law Judges (ALJs); and define 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.

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

GLSP 4350 Law in American Society (3)
Through lectures and practical exercises, students in this participative online course examine the three branches of U.S. Government; assess the interplay between America's legal system and social structure; and analyze 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. Notes: Satisfies one Social Science course requirement for School of Professional Advancement majors.

Prerequisite(s): ENGL 1010.

GLSP 4370 Workers Compensation Law (3)
Through lectures and practical assignments, students analyze the history and structure of Workers Compensation Law; examine the hearings and appeals system, the nature and types of litigation arising from Workers Compensation claims, and define the role of the paralegal in assisting clients in submitting applications for Workers Compensation benefits and participating in other aspects of the claims process. Pre-requisites: GLSP 3030, 3060 and 3070 or approval of Director.

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

GLSP 4380 Evidence Law (3)
Through lectures and practical exercises, students examine the Federal Rules of Evidence and related common law rules and identify and analyze the underlying constitutional provisions and evolving caselaw governing 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)
These upper level General Legal Studies courses introduce new legal specialty courses to the curriculum. Topics are chosen based upon levels of legal activity, interest in practice areas, and new and evolving trends in law practice. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

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

GLSP 5900 Gen Legal Studies Practicum (3)
Students who are in their final or penultimate semester of study 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, professionalism, and other aspects of paralegal practice and employment. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director.

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

History (PAHS)

PAHS 2200 History of the British Monarchy (3)
This course focuses on the ways in which British monarchs have shaped political, social, economic, religious, and intellectual developments in Great Britain from the Romans to the present. Students will study historical, artistic, and literary portraits of Britain's kings and queens, and view various media created about Britain's Monarchs in order to gain a context for their reading. Students will also explore the Monarchy's influence on the evolution of the English constitution over the millennia.

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

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

PAHS 3201 Warrior Kings of Medieval England (3)
The Plantagenet dynasty reigned over a blood-soaked era of English history from the Norman Conquest to the cusp of the Wars of the Roses. In this course students will explore this turbulent period, from the anarchy of King Stephen's reign to the usurpation of the Crown by Henry of Bolingbroke. Along the way, the class will be introduced to the adventures of Eleanor of Aquitaine; her sons, Richard the Lionheart and bad King John; the Black Prince; John of Gaunt; and Henry V, the hero of Agincourt. As their tales unfold, England will experience Magna Carta, revolting barons and peasants, the Black Death, and the Crusades; emerging from the dark ages to become a vibrant kingdom on an international stage with the rise of parliamentary democracy and the power of the common man.
PAHS 3202 Wars of the Roses (3)
A series of civil wars that took place in England during the fifteenth century, the Wars of the Roses were the historical inspiration for George R.R. Martin’s book series which became HBO’s mega hit “Game of Thrones.” This course will help to explain the causes of the wars, the outcomes of the fighting, and the subsequent impact on society. Students will be introduced to a number of fascinating personalities, including Edward IV, Warwick the Kingmaker, and the enigmatic Richard III. Sources for discussion will include, among others, The Croyland Chronicle and the famous Paston Letters. This course will also provide an opportunity to consider the importance of archaeological evidence, in the light of recent excavations at Bosworth, Towton, and Leicester.

PAHS 3300 French Revolution & Napoleon (3)
This course surveys the political, social, economic, and cultural history of France from the origins of the French Revolution to the collapse of the First Empire in 1815. French society experienced more varied and radical changes during this period than at any other time in its history. These changes, expressed in ideas, inventions, and politics, went on to reshape the face of Europe.

PAHS 3750 History of Rock & Roll (3)
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)
Special topics in history.

PAHS 3831 Special Topics (3)
Special topics in history. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

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

Homeland Security (HMLS)

HMLS 2940 Transfer Credit (3)
Transfer credit. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HMLS 2950 Homeland Security Challenge (3)
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 Resource 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)
Transfer credit. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HMLS 3150 Health and Medical Issues (3)
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)
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)
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)
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)
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)
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)
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)
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)
Special Topics in Homeland Security Studies. Course may be repeated unlimited times for credit.

Course Limit: 99

HMLS 3911 Special Topics (1-3)
Special Topics in Homeland Security Studies. Course may be repeated unlimited times for credit.

Course Limit: 99

HMLS 3920 Emergency Planning & Exercises (3)

HMLS 3930 Sports Security Management (3)
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)
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.

Prerequisite(s): HMLS 3500.

HMLS 4560 Internship (1-3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HMLS 4600 Counter-Terrorism (3)
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.

Prerequisite(s): HMLS 3200.

HMLS 4700 Maritime & Border Security (3)
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.

Prerequisite(s): HMLS 3700.

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

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

HMLS 4990 Practicum (3)
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)
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)
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.

Prerequisite(s): HMLS 6150.

HMLS 6500 Intell Analysis Critical Think (3)
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)
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)
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)
This course will examine key policy issues and balances that must be addressed in all aspects of Maritime Homeland Security. The current paradigm of security on the world’s waterways and in the ports of the United States is one of overlapping layers of security. Each layer is specific to a particular port, commodity, state government, governmental agency, maritime classification society, and other maritime agencies, shipping routes, intermodal transportation nodes and shipping methods and end user requirements. It is this intricate and overlapping series of security measures that provides protection and security within the maritime transportation infrastructure against a wide variety of threats.

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

HMLS 7501 Independent Study (1-3)
Independent study in Homeland Security Studies.
HMLS 7600 Critical Infrastr. Protection (3)
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)
Special Topics in Homeland Security Studies.

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

HMLS 7650 Defense Support to Civil Auth (3)
It is vital for emergency managers at every jurisdictional level to possess a rudimentary understanding (at a minimum) of military resources; their capabilities and limitations; and, how to access and integrate them in their respective jurisdiction’s disaster response and recovery operations. Without this understanding, there are significant risks of missed opportunities to save lives mitigate human suffering, and mitigate significant property and/or environmental damage.

HMLS 7700 Transporttn & Border Security (3)
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)
The goal of this course is to explore the published works of leading thinkers regarding the evolving nature of Homeland Security and assist students with the tools and resources necessary to gain an understanding of the principles prescribed. Students will learn techniques oriented toward understanding the threats posed to modern society, while staying abreast of the current and future roles and responsibilities of all levels of government agencies in countering threats from the prospective of all hazards preparedness. The political, economic, and practical issues of implementation are thoroughly examined. The course will examine responses to the terrorist threat as well as natural and manmade disasters to include public policy legislation and documents, such as national security strategies, homeland security decision directives, the National Response Framework and National Incident Management System. An overview of the history of The Department of Homeland Security model of planning, protecting, responding, and recovering from a natural disaster and terrorist attack is analyzed. This course provides an overview of Terrorism, Homeland Security, and risk assessment methodologies. Students will learn how to identify vulnerabilities, analyze and mitigate risk, and harden critical infrastructure sites through countermeasure proposals. This course also includes an examination of the basic legislation and operations of the U.S. Department of Homeland Security and its role in protecting the United States by detecting, deterring, preventing, and responding to potential threats, current and future.

HMLS 7800 Cyber Threats and Homeland Sec (3)
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)
Special Topics in Homeland Security Studies. Course may be repeated unlimited times for credit.

Course Limit: 99

HMLS 7802 Special Topics (3)
Special Topics in Homeland Security Studies. Course may be repeated unlimited times for credit.

Course Limit: 99

HMLS 7803 Special Topics (3)
Special Topics in Homeland Security Studies. Course may be repeated unlimited times for credit.

Course Limit: 99

HMLS 7804 Special Topics (3)
Special Topics in Homeland Security Studies. Course may be repeated unlimited times for credit.

Course Limit: 99
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 2910 Independent Study (1-3)
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)
Special Topics in Kinesiology.

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

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

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

KINE 3110 Exercise & Sport Psychology (3)
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)
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)
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)
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)
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)
The course will explore health concepts as they apply to particular needs of men and women within the context of a gender-based health care system in the United States. The course will address epidemiological and sociological analysis of the major causes of morbidity and mortality on the basis of gender; impact of social and behavioral influences; relationship of social, economic, and political inequality trends based on gender.

KINE 3330 Epidemiology of Aging (3)
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)
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)
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)
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 community and clinical settings.

KINE 3910 Independent Study (1-3)
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)
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)
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).

Prerequisite(s): (SCEN 3030 or 3035) and (SCEN 3035 or 3035).
KINE 4050 Mass Media and Health (3)
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)
This course is an introduction to applied and basic theoretical aspects of motor learning as they apply to exercise science and related professions. It also includes a major hands-on component introducing the student to the experimental study of motor learning principles.

KINE 4110 Sports Medicine (3)
This course will examine therapeutic modalities and the advanced care, prevention, and treatment of athletic injuries.

KINE 4120 Strength & Conditioning (3)
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)
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.

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

KINE 5001 Internship (3)
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)
Special Topics in Kinesiology. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

KINE 6100 Cross Disciplinary Aspects Mgm (3)
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)
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 6300 Communication Skills for Wellness Professionals (3)
This course provides the student with an overview of health and wellness communication in research, industry, and practice. The role of communication in health care delivery, health promotion, disease prevention, environmental risks, media and technology will be examined.

KINE 6310 Sport Psychology (3)
This course will provide the student with an advanced understanding of the principles and methods necessary to design comprehensive strength and conditioning programs that enhance fitness and athletic performance.

KINE 6320 Strength & Conditioning (3)
This course will provide the student with an advanced understanding of the principles and methods necessary to design comprehensive strength and conditioning programs that enhance fitness and athletic performance.

KINE 6330 Stages of Athletic Development (3)
This course will provide the student with an advanced understanding of the principles and methods necessary to design comprehensive strength and conditioning programs that enhance fitness and athletic performance.

KINE 6340 Sport Nutrition (3)
This course will provide the student with an understanding of nutrition as it pertains to training and performance of athletic activities. Within the course students will learn basic concepts of energy metabolism as well as nutrient requirements for a variety of physical activities including endurance, strength, speed and weight management. Evaluation of dietary supplements and ergogenic aids will also be discussed.

KINE 6450 Legal Ethical Principals in Mgmt (3)
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 6500 Strategic Management for Wellness Professionals (3)
This course provides the student with an overview of strategic healthcare management. The course explores the development and implementation of strategy to achieve business goals. As healthcare continues through rapid iterative changes, healthcare leaders must develop skillful use of strategic planning and execution. This course explores concepts such as value-based care, healthcare reform, healthcare business models, innovation in healthcare, and stakeholder engagement.

KINE 6510 Sport Marketing and Finance (3)
This course will examine theories, principles, fundamentals, applications and challenges of marketing and financing in exercise, sport, and recreation industries.

KINE 6520 Fundraising & Capital Dev Plan (3)
This course will provide an overview of fundraising, donor relations, and non-profit associations. Topics will include major gift fundraising, annual funds, booster club organizations, priority seating programs, and the importance of donor research in the fundraising process.

KINE 6530 Ethical & Legal Iss in Sport (3)
This course will examine the legal principles, business models and rules governing the sports industry and the legal controversies and policies surrounding those rules.

KINE 6540 Sport Media and Communication (3)
This course will provide the student with an introduction to and overview of the sports communication field, including media organizations, marketing and advertising. Topics covered include sports media; digital media including print and electronic media and social media, college sports information and marketing and promoting sports teams.

KINE 6550 Financial Management for Wellness Professionals (3)
This course provides an overview of financial management in health services delivery. The course examines the importance of financial management in health-related fields as well as the financial skills leaders need to make important financial decisions that contribute to the success of a healthcare delivery organization, such as financial analysis, tax laws, cost accounting, and strategic financial planning.

KINE 6560 Sport in Society (3)
This course will examine the institution of sport from a sociological perspective. Sport will be examined as a social and cultural phenomena using sociological concepts to investigate such issues as social identities (race/ethnicity, class, gender, sexuality), mass media, youth sport, high school and intercollegiate athletics, and violence in sport.

KINE 6650 Res Methods in Kinesiology (3)
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 7001 Independent Study in KINE (1-3)
Approval of Kinesiology program director required. Students may arrange for independent study with an instructor to pursue a project or complete a study of interest in Kinesiology. In general, independent study earns three credits. Requirements will vary depending on the project and will involve some combination of readings, oral reports, and written work.

KINE 7100 Exerc & Nutrition Hlth Disease (3)
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)
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)
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 WEHE (3)
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)
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)
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)
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)
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/Capstone (3)
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.

Marketing (BSMK)

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

BSMK 3200 Intro to Marketing Principles (3)
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)
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)
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)
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.

Prerequisite(s): BSMK 3400.
BSMK 4910 Independent Studies (1-3)
Independent Study in the BSMK discipline for the BSLS Programs.

Master of Liberal Arts Courses (MLAR)

MLAR 7010 Ancient Political Thought (3)
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)
This course will be devoted to a study of classical works of modern political philosophy in the Western tradition. How did the early modern political philosophers try to make a new beginning by turning to a realism they thought missing in the ancients? How did they go about defending individual rights in society on that basis? We will examine Machiavelli’s introduction of this approach, and its development in the political theories of thinkers such as Hobbes, Locke and Rousseau.

MLAR 7030 Masterwrks West Lit Foundation (3)
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 of Western Literature in the Modern Era (3)
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)
This course is an intense analytical investigation of social, political, economic, religious, and philosophical issues in the early years of the American republic. The course examines the people and events of the founding of the American republic from the revolution, through the creation of the American Constitution, and culminating in the election of 1800. This course is primarily an intellectual history course and the main scholarly work that we will read is the work of historians, but the course also delves deeply into issues in political theory, political economy, and political and social philosophy. The course charts the development of American political ideas about constitutionalism, governance, political freedom, economic freedom, representative democracy, republicanism, and federalism primarily from the vantage point of the careers of two of the main figures from this period, John Adams and Thomas Jefferson. The views of other figures will also be central to our investigation, particularly the views of James Madison and Alexander Hamilton. The student will be challenged to examine fundamental assumptions about these topics in order to rethink the intellectual origins of the American political tradition in its founding years.

MLAR 7060 Understanding Amer Modern Era (3)
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)
Special topics in liberal arts.

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

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

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

MLAR 7113 Philosophy of Religion (3)
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)
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 Tennyson in his Idylls of the King and William Morris in his Defence of Guenever. 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)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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)
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 Represnt of War in Lit/Film (3)
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)
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)
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)
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)
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)
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)
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)
Special topics in liberal arts.

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

MLAR 7193 Special Topics (3)
Special topics in liberal arts. Course may be repeated unlimited times for credit.

Course Limit: 99

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

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

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

MLAR 715 Asian Philosophy (3)
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)
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)
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)
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)
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)
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)
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)
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)
For specific topics, see Schedule of Classes. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MLAR 7550 Holocaust in Film & Literature (3)
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)
MLA Transfer Credit. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

MLAR 7950 Capstone Portfolio (3)
The Capstone Portfolio will enable students to integrate the knowledge gained from three courses in the MLA program, while participating in a reflective writing seminar. Building on a portfolio of three previously completed papers/projects, the seminar will culminate in a paper or a creative project (e.g., artwork, website, podcast, etc.) accompanied by a shorter academic narrative. Students will explore topics such as metaphor in narrative writing; reflective and reflexive inquiry; and credibility and knowledge in reflective writing practice.

MLAR 7980 Capstone Project Seminar (3)
The Capstone Project seminar will be structured as a workshop that will support students in improving their research, writing, and critical thinking skills. A variety of writing concerns will be covered, including warranting claims, conducting library searches, writing from sources, creating a dialogue among different disciplines and scholars, interpreting and attributing sources, writing for an audience, analyzing data and methods, exploring structures of presentation, and improving clarity and style. The course will also explore the challenges and opportunities in designing interdisciplinary research projects. Students will work collaboratively to articulate their project's scope, goals, and significance; develop a comprehensive literature review; frame the research and methods; and complete a full version of the project.

MLAR 7990 Masters Research (3)
Research in Liberal Arts

MLAR 9980 Research in Liberal Arts
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Music (PAMU)

PAMU 3330 Creole & Cajun Music Hist (3)
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)
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 (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Maximum Hours: 99

PRPA 2010 Ethical Issues in Media (3)
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)
This course introduces students to the world of journalism and media outlets from the PR industry perspective. Students will understand how journalists research, report, and write news stories for print, broadcast, Internet and other media. The course will cover the nature of news, journalistic style, 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)
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)
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)
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)
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).

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

PRPA 2700 PR Event Planning (3)
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.

Prerequisite(s): PRPA 2610.

PRPA 2910 Special Topics in PR (1-3)
Special Topics in Public Relations. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

PRPA 2940 Transfer Coursework (0-20)
Transfer Coursework at the 2000 level. Department approval may be required.

Maximum Hours: 99

PRPA 3610 Public Relations Campaigns (3)
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, PRPA 1010, 2010, 2050 and 2610.

Prerequisite(s): ENGL 1010, PRPA 1010, 2010, 2050 and 2610.

PRPA 3650 Internet Public Relations (3)
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.

Prerequisite(s): PRPA 2610.

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

PRPA 4910 Independent Study-PR (1-3)
Independent Study - Public Relations. Course may be repeated 2 times for credit.

Course Limit: 2

Religious Studies (PARL)

PARL 2931 Middle Eastern Religion (3)
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)
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)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

School of Professional Advancement (SOPA)

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

Social Work (PASW)

PASW 3210  Death and Dying  (3)
This course provides a comprehensive overview of the study of death and dying, covering the key issues and questions in the field. The personal and social attitudes regarding death in our society will be explored as well as those of other cultures and times.

Sociology (PASO)

PASO 3300  Socio Health & Mental Illness  (3)
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)
Principles of audience analysis, speech composition, and delivery. Special attention is given to persuasive techniques

SPEC 1940  Transfer Credit  (3)
Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

SPEC 3110  Small Group Communicatn  (3)
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 2010  Plays and Playwrights  (3)
Plays and Playwrights is a course examining drama, the literature of theatre. You will read the plays of playwrights from the Greeks to the present. The emphasis is on the playwright and the process of playwriting. Students will read, analyze and evaluate literature written for live performance. You will post, on Canvas, written comments to engender critical thinking and class discussions.

PATR 2020  Theatre in Contemporary Society  (3)
This course is a survey of the history of theatre and how theatre happens. By the end of the course, students will be able to provide the answer to questions, such as “Who makes theatre happen?” and “Why is it called show business?”

PATR 2030  American Myth and Drama  (3)
American Myth and drama is a course examining the “American Myth” portrayed by playwrights of various cultures and time periods. The emphasis is on reading, writing, critical thinking and class discussions. Students will read, analyze and evaluate literature written for live performance.

PATR 2300  History of the American Musical  (3)
This course is a survey of the history of the American Musical Theatre, its origins, its development, and its effects on popular culture. Students will learn about various genres of American Musical Theatre including, but not limited to, opera buffa, ballad, opera, and operetta through the jazz developments of the sixties.

PATR 2910  Special Topics  (3)
Special topics in theater.

Wellness & Human Performance (WLHP)

WLHP 2950  Basic EMT Training  (3)
The Emergency Medical Technician course prepares the student to able to render care for patients of all ages with a variety of medical conditions and traumatic injuries. Students do not need a background of prehospital experience for this course. Topics that are covered in this course include patient assessment, medical and trauma-specific emergencies, mass casualty response, basic anatomy and physiology of the body, and communication skills. After completion of this course, the student will be prepared to sit for the national certification exam.
This listing includes Tulane University full-time employees with faculty status, visiting faculty, and postdoctoral fellows at the time of publication.

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MSW, TULANE UNIVERSITY

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