TULANE
SCHOOL OF
PROFESSIONAL
ADVANCEMENT

School of Professional Advancement Catalog

2023–2024

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2023-2024 UNIVERSITY CATALOG

This version of the catalog was published in September 2023 and takes precedence over any previously printed or online catalog. The University Catalog is not intended to nor does it contain all regulations that relate to students. Students are held individually responsible for meeting all requirements as determined by Tulane University. Failure to read and comply with policies, regulations, and procedures will not exempt a student from being governed by and accountable to them.

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

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

Catalog Production Information

The 2023-2024 Tulane University Catalog was produced by the Office of the University Registrar in conjunction with the Office of Academic Affairs and Provost.

Tulane University

THE UNIVERSITY

Mission Statement

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

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

History

Tulane University, one of the foremost independent national research universities in the country, is ranked among the top quartile of the nation's most highly selective universities. With ten schools and colleges that range from the liberal arts and sciences through a full spectrum of professional schools, Tulane gives its students a breadth of choice equaled by few other independent universities in the country. Tulane University's ten academic divisions enroll approximately 8,000 undergraduates and about 5,000 graduate and professional students. The schools of Architecture, Business, Liberal Arts, Public Health and Tropical Medicine, and Science and Engineering offer both undergraduate and graduate programs. Other divisions include the schools of Law, Medicine, Social Work and Professional Advancement.

Tulane traces it 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 houses 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) to award baccalaureate, masters, doctorate, and professional degrees. Questions about the accreditation of Tulane University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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Academic Policies
Address Changes

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

Behavior Norms

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

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

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/resources/code-student-conduct/).

Course Retake

Courses Repeatable for Credit
Some Tulane University courses (e.g., special topics or variable-credit directed study courses) are explicitly designated as "repeatable for credit" in the University Catalog; they can be taken more than once for credit toward graduation. Depending on the course or the student's academic program, there may be limits on the allowable number of repeats and/or total credits applicable to degree completion.

Courses Not Designated as "Repeatable for Credit"
Most Tulane University courses are not designated as "repeatable for credit." The following policy applies to all such courses that are nonetheless repeated for any reason:

1. Repeated courses receive credit toward the degree only once. For example, a student who takes the same 3-credit course twice receives 3, not 6, credits toward the total required for completion of his/her degree program.
2. Courses deemed to be "equivalent" in the University Catalog (those courses whose content have been determined by the academic departments to be substantially similar), may earn credit towards degree only once, regardless of the subject prefix and/or course number.
3. It is the responsibility of the individual student to avoid duplication in whole or in part of the content of any course counting toward the degree. Such duplication may result in the withdrawal of credit. Student should always consult an advisor before registering to repeat a course.

Grades for Courses Not Repeatable for Credit

Students may repeat courses in which they have earned a grade of D+ or lower. No more than one course may be repeated in any semester. For each repeated course, only the second grade, whether higher or lower than the initial grade, will be used to calculate the student's GPA. The initial grade will not count as credit hours attempted or earned, and therefore is not calculated in the GPA, but it will remain visible on the student's transcript.

Exceptions to Repeat Course Policy

Exceptions to the above policies may be authorized by the Deans of the College and Schools on an individual basis. Furthermore, the College and Schools are authorized to enact additional repeat policies considered to be more restrictive than the above University policy. Such additional policies must be published in the "Academic Policies" section of the University Catalog for the College or School.

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 long. 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

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/resources/code-student-conduct/) for a full description.

Dual Enrollment

Tulane may award up to fifteen credits for dual enrollment high school courses (those courses appearing on both the high school transcript and the transcript of the college/university) as long as the course(s) meets all other requirements for pre-matriculation:

- The courses were offered by a regionally accredited college or university;
- The courses were listed in the official catalog of the college or university from which the credit was earned;
- Course was composed primarily of degree-seeking college students;
- The courses were taught by college or university faculty;
- A grade of C or better was earned in each course.

Please note that some credits may be denied for applicability to a professional school's major/minor degree requirements due to accreditation standards.

In order to process transfer credit approval requests for all college courses taken prior to enrolling in Tulane University:

- A Transfer Credit Approval Form from his or her Newcomb-Tulane College advisor. The advisor will verify the student's eligibility to earn transfer credit and the accreditation of the school at which the student wishes to study.

- An official transcript issued to Tulane University (not a grade report or transcript issued to the student)
- Course descriptions from the college catalogs or brochures that correspond to the courses on the transcript, and other documentation (syllabi, etc.) that the academic department requires for review.
- Following submission of these items to Newcomb-Tulane College's academic advisor, the courses will be evaluated, and if found to be equivalent to Tulane University coursework, the student's Tulane transcript will be adjusted to reflect the academic credit awarded in transfer. Individual course equivalency for dual high school/associate degree courses will be determined by Tulane departments and programs. Courses evaluated for transfer must be evaluated based on course content and suitability for the discipline. All courses are subject to approval, and in some cases, courses may not be approved for credit. Grades are not transferred with the credits.

Expected Behavior at Tulane University

Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., Tulane University: Code of Student Conduct (https://conduct.tulane.edu/resources/code-student-conduct/), (https://college.tulane.edu/academics/academic-integrity/code-of-academic-conduct/) Newcomb-Tulane College Students: Code of Academic Conduct (https://college.tulane.edu/academics/academic-integrity/code-of-academic-conduct/), Graduate Students: Unified Code of Graduate Student Academic Conduct (p. 13)) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

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

The scholarly community of the university depends on the willingness of both instructors and students to uphold the Code of Academic Conduct (https://college.tulane.edu/academics/academic-integrity/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 following the procedures outlined in the appropriate Code of Academic Conduct. 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 Human Resources & 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 & Institutional Equity (https://cm.maxient.com/reportingform.php?TulaneUniv&layout_id=0).

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

Reporting the Complaint: It is not necessary to first confront the harasser prior to instituting a complaint under this policy. However, it is appropriate to promptly report a complaint so that a full and complete investigation is possible. Any person designated to receive complaints from students, employees, or faculty must notify the Office of Human Resources & 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), 504-314-2188
- Associate Dean for Admissions and Student Affairs, Tulane University School of Medicine, 504-988-3710
- Office of Human Resources & Institutional Equity, 504-865-6727 or 504-247-1760
- Tulane University Department of Public Safety, 504-865-5381
- Tulane University Health Sciences Center Security Services, 504-988-5531
- Contact the Office of Human Resources & Institutional Equity for additional information about Tulane University's Equal Opportunity and Harassment Policies. 1555 Poydras St., Suite 964; 504-865-6727.

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 Human Resources & Institutional Equity (https://equity.tulane.edu/).

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

Grade Change

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.

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** borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the University due to the delayed disbursement funding from VA under Chapter 31 or 33.

As allowed under the Veterans Benefits and Transition Act of 2018, section 3679(e) of Title 38, United States Code, the **covered individual** will be required to:

1. Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education.
2. Submit a request (https://registrar.tulane.edu/veterans-enrollment-form/) for certification each semester.
3. Provide additional information necessary for the proper certification of enrollment by the University (for example, official transcripts from all previously attended institutions).
4. Pay any difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement.

Note: A Covered Individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill benefits.

Tuition Assistance

Tulane University is approved through the Memorandum of Understanding (MOU) enforced by the Department of Defense (DOD) to facilitate Tuition Assistance (TA) benefits for Service members.

To receive Tuition Assistance benefits:

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.
6. Maintain Satisfactory Academic Progress.

Yellow Ribbon Program

The Yellow Ribbon Program is a provision of the Post 9/11 Veterans Educational Assistance Act of 2008.

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. Eligibility for Chapter 33 Post 9/11 veteran benefits at the 100% rate (as determined by the Department of Veterans Affairs). Chapter 33 Post 9/11 100% rate eligibility must be verified by the DD-214 Member-4 and Certificate of Eligibility (provided by the Department of Veteran Affairs).

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.

Overlap Policies

If a student earns more than one degree at Tulane, (simultaneously or sequentially), and the same course(s) is required by both degrees, the student cannot count more than 25% of the total credit hours required for the smaller degree, not to exceed 12 credit hours. This rule also applies to courses across majors and minors. Students may not count the same course(s) toward a minor and a certificate.

Posthumous Degrees

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.

Religious Observation

Both Tulane's policy of non-discrimination on the basis of religion and our core values of diversity and inclusion require instructors to make reasonable accommodations to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is never acceptable for an instructor to compel a student to choose between religious observance and academic work. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. It is the obligation of the student to provide faculty within the first two weeks of each semester their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. Exceptions to the requirement of a make-up examination must be approved in advance by the dean of the school in which the course is offered.

Residency

At least half of the credits required for each degree must be completed at Tulane University.

Transfer Credit Acceptance After Matriculation

- Transfer credit must be from an institutionally 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.

Referred to as "regionally accredited" prior to 2020.

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

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

Academic Policies

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/resources/code-student-conduct/), 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.

Childbirth and Planned Educational Leave Policies

Graduate students may be eligible for childbirth or planned educational leave. This policy refers to PhD and research-based graduate students who are receiving a stipend from Tulane University. Professional students should direct questions regarding childbirth and family leave options to your school's dean and Student Affairs/Case Management and Victim Support Services. Please see the policies below for further information.

Graduate/Professional Student Childbirth & Family Leave Policy

Tulane University recognizes the importance of balancing the family and educational needs of new parents and those expecting a baby or the adoption of a child. We are committed to supporting all of our graduate and professional students during their academic careers and to finding ways to accommodate these life events.

This Policy establishes minimum standards for the accommodation of the demands placed on a woman[1] by pre-term labor (as specified by a healthcare provider), late-stage pregnancy, childbirth, and post-natal recuperation. It also extends to parents who adopt a child up to the age of five years. It is expected that advisors, academic staff, and departmental leaders will work with care, consideration, and creativity to provide more than this minimum, according to the particular circumstances of the student.

For their part, new parents or students "stopping the clock" of their education for childbirth or family leave should keep the lines of communication with their departments open. Once they fully return to their graduate work, the student should be careful to demonstrate to their advisors that they are academically engaged and making progress on coursework and research. It is important for pregnant students to review the details of this entire Policy, as well as the University's Planned Educational Leave Policy, and to discuss her options with her department.

International students should discuss with the staff at the Office of International Students and Scholars the impact of this decision on their visa status and related requirements.

Childbirth Leave
All students who anticipate giving birth during the academic semester or during the period covered by financial support (e.g., stipends, grants, etc.) are eligible for a Childbirth Leave. A Childbirth Leave maintains active graduate/professional student status throughout the leave period, so that housing, insurance, and other rights and privileges of enrolled students remain ongoing.

A Childbirth Leave covers pre-term labor (as specified by a healthcare provider), late-stage pregnancy, childbirth, and post-natal recuperation. A Leave lasts eight weeks from the qualifying event and extends academic milestones, including candidacy requirements (including qualifying exams, dissertation, thesis, and coursework), by one academic semester. It also assures that, if the mother is receiving

financial support, that support will be maintained through the period of the modification(s).

Students who are planning to take this Leave should initiate discussions with Student Affairs/Case Management and Victim Support Services more than four months before the anticipated birth. After doing so, they will then inform their advisor(s) and director of graduate study at least four months prior to the anticipated birth in order to make preparations for identifying and arranging the childbirth modification period. This will provide the time necessary to rearrange teaching duties for those students supported by teaching assistantships or to adjust laboratory or other research schedules.

Family Leave(Paternity, Co-parenting, Fostering and Adoption)

Graduate/professional students at Tulane may take a paid family leave of absence for eight weeks for anticipating or recently experiencing the birth or adoption or fostering of a child or for childcare.

Accommodations that apply to both those taking Childbirth and Family Leaves
Maintaining Full-Time Status

One of the purposes of the Policy is to make it possible for women to maintain their full-time student status so that they continue accumulating credits toward the degree and to avoid triggering any interruptions in their education programs and activities, including on-campus housing, insurance coverage, eligibility for student loan repayment, and deferment of student loan repayment. By remaining full-time students, the visa status of international students is not affected.

While it is usually better for students to remain enrolled full-time, in some cases, depending on the coursework appropriate to the stage of the academic program, part-time enrollment may be more appropriate. This will require careful consultation, in advance, with graduate advisors, the department or program's director of graduate studies, and school graduate admissions officer to ensure that the implications for academic progress, visa status, loan eligibility and deferment, etc., have been thoroughly investigated.

University Stipends and Funding

Student parents on full-time status who receive stipends from their school or other University funds are entitled to draw support while on leave for eight weeks during the academic year. If the student parent is a teaching assistant, their department will fund a replacement teacher for the affected period. During the eight-week period, students supported by teaching assistantships may choose to continue in some limited capacity (e.g., grading, preparing course materials, or other non-intensive duties), in order to finish out an academic quarter, but cannot be required to do so. With advance planning, most research assistantship assignments can similarly be adjusted to accommodate childbirth. Students in master's and doctoral programs will need to coordinate the fulfillment of requirements with their advisors, department chairs, or directors of graduate study. If the student anticipates needing more than eight weeks of paid leave, they may find that arranging an unpaid leave of absence for a semester is the best solution; please see Planned Educational Leave Policy for more information on these leaves.

External Funding

Some student parents receive external grants or fellowships. Most granting agencies provide for a short period of reduced activity due to health or personal issues. Students who are supported by grants or fellowships external to Tulane must adhere to the rules of the granting agency with respect to absences from academic and research work. If the granting agency requires suspension of fellowship benefits during the eight-week period, students will be eligible for substitute payment from their department.

[1] Tulane recognizes that transgender students who do not identify as female may experience pregnancy and childbirth. This policy is applicable in full to these students as well.

Childbirth and Family Leave Policy FAQs

This policy refers to PhD and research-based graduate students who are receiving a stipend from Tulane University. Professional students should direct questions regarding childbirth and family leave options to your school's dean and Student Affairs/Case Management and Victim Support Services.

Disclaimer: We have attempted to address all issues within the Childbirth and Family Leave Policy and the FAQs. However, we are aware that we cannot cover every situation in these documents. Please stay in contact with Case Management and Victim Support Services throughout the course of your pregnancy and leave so that we can attempt to accommodate any special circumstances that may arise.

Q: I recently found out that I am pregnant and my due date is during the academic semester. Do I have to drop out or take some kind of leave of absence?
A: No, you do not have to drop out. You may choose to stay enrolled as a full-time student during the semester that you give birth. You are entitled to eight weeks of leave during that semester. If you are enrolled in coursework, arrangements will need to be made individually.

Q: Do I need to become a part-time student?
A: Probably not. One of the main purposes of the Childbirth and Family Leave Policy is to make it possible for a parent to maintain their full-time student status.

Q: I am also working as an RA (or TA) as part of my PhD program. What happens with that funding during my leave?
A: During your leave, you will continue to receive the same pay that you were receiving prior to your leave, regardless of the specific source of that funding. If there are questions about this, your department – probably the director of graduate studies and/or department chair -- will work with the Office of Academic Affairs on the mechanisms of the financial details.

Q. Will my leave impact my progress toward the completion of my degree?
A: It is possible that your leave might impact your progress through the degree and/or the completion of your courses, and this depends on the specifics of your situation. Academic milestones such as progress to candidacy can be extended by one academic semester. These details need to be discussed with your advisor/PI and Case Management and Victim Support Services (see below).

Q. What happens if I'm due to give birth in the summer?
A: Typically, this policy only guarantees funding during the period of your stipend from Tulane (roughly nine months running from mid-August to mid-May for most graduate students receiving stipends). Summer employment is not guaranteed for most students. However, the eight-week period will begin whenever you give birth, so it is

possible that some part of the end of the spring or beginning of the fall would be covered by the Childbirth and Family Leave. For example, if you had a baby on August 1 and your stipend were scheduled to begin August 15, you would be eligible to receive six weeks of leave, as well as six weeks of your stipend.

Q. What happens if my funding comes from a non-Tulane source?
A: For students who are funded from sources outside the university (e.g. Ford, NSF, etc.), that agency's policies apply to you. If there is no policy, then this Tulane policy applies to you.

Q: Who at the university should I talk to first about my pregnancy?
A: Your first stop should be with Student Affairs/Case Management and Victim Support Services, where you can review the details of leave policies, learn about your options, and ask questions. You can also discuss any short-term accommodations you may need during your pregnancy. Case Management and Victim Support Services will then contact your department to provide information and guidance about the period of your leave.

Q: When I meet with someone in Case Management and Victim Support Services, is my confidentiality maintained?
A: Yes, but only up to a point. Your confidentiality is maintained until the case manager establishes communication with your department to discuss arrangements for your leave. At that time, in order to formulate a plan for your leave, they will need to disclose your identity to your department. However, even then, information will only be shared on a "need to know" basis.

Q: What information will I need to share with Case Management and Victim Support Services?
A: You will need to share information about your due date, as well as whether there are any medical issues and/or modifications that might need to be addressed. In addition, you should provide information to them about your funding – e.g. your stipend's source and amount. Once the case manager contacts your department/program, they will confirm and, if necessary, clarify any details about your funding.

Q: I know that I need to tell my PI/advisor that I'm pregnant. When should I do this?
A: If at all possible, you will need to inform your PI or advisor about your pregnancy at least four months before your due date. Many details surrounding taking a Childbirth and Family Leave can take some time to arrange and will involve multiple offices on campus. We want to settle the details of your leave early enough so that everyone has adequate time to make decisions and preparations. You should also know that your health and medical issues are private matters and that this privacy is protected by federal law (HIPPA and FERPA). You are welcome to tell your PI or advisor whatever you would like to, but other than the information about the timing and details of your pregnancy and childbirth-related leave, you are not required to disclose any details about your pregnancy.

Q: I'm worried about having this conversation -- how do I talk with my PI or advisor about my pregnancy?
A: One of the best things to do is to be clear with yourself and with your PI or advisor about what your respective needs are, and to directly address those needs. Specifics about dates, responsibilities, and expectations on both of your parts will be very helpful. You can seek out confidential guidance and support from staff in Student Affairs, Student Accessibility, the Office of Graduate and Postdoctoral Studies, and/or the Counseling Center. Lastly, you may want to talk to other graduate student parents, both at Tulane and/or at other institutions.

Q: Does this mean I can keep my student health insurance while on leave?
A: Yes. Whatever your current arrangements are with your program for covering your health insurance will continue for the eight weeks.

Q: What if I have complications during my pregnancy, or I go into pre-term labor?
A: The Childbirth and Family Leave Policy covers last-stage pregnancy, childbirth, and the care of a newborn. Therefore, your leave period might need to start earlier than expected. Also, you should talk to Case Management and Victim Support Services and your healthcare provider about possible eligibility for short-term accommodations.

Q: What happens if I am not ready to come back to school after eight weeks?
A: You should let your PI or advisor know this as early as possible so that other arrangements can be made and so that you can discuss possible impacts on your academic progress. If you are also employed as part of your graduate program, your leave after eight weeks would be unpaid.

Q: I'm pretty sure that I will need to take off more than eight weeks. Can I do that?
A: Yes, you can, but the terms of your leave will be very different. You will want to look into the details of the Planned Educational Leave Program (PELP), where you opt to take one or two semesters off and then return to your graduate program. This option is intended for when you plan ahead of time to take a long leave, and it must be put in writing and approved by people in your department and in the university.

Q: If I use the Planned Educational Leave, am I no longer a graduate student at Tulane?
A: You do retain your student status during a Planned Educational Leave. However, there many restrictions while on this kind of leave -- for example, financial aid and grants are suspended, you are not eligible to receive fellowship funds, and you would have to pay out-of-pocket if you wanted to keep your student health insurance.

Q: How are the details of this policy affected if I'm an international student?
A: It is the same, but you will also need to talk with the Office of International Students and Scholars to discuss the specifics of your situation. It is very likely that only the Childbirth Leave (rather than the semester- or year-long Planned Educational Leave) is a good option for you if your student visa requires that you maintain full-time enrolled status.

Q: All of this applies to the person giving birth. What kind of leave applies when it is my partner who is giving birth?
A: Regardless of your gender, as an expectant parent, all of the terms of this policy apply. You should observe the same timeline for contacting Case Management and Victim Support Services so that we can work out the details of what a leave will entail in your particular situation.

Q: What if both my partner and I are graduate students? Are we both eligible?
A: Yes, you are both eligible to take the Childbirth and Family Leave. In addition, the Planned Educational Leave is available if either or both of you want to consider a semester or year off to care for your child.

Q: Do these leave policies apply to me if I am fostering and/or adopting a child?
A: Yes, they do.

Q. If I or my partner is having a baby (or fostering or adopting), am I required to take the Childbirth and Family Leave?
A: No, you do not have to take leave. However, Tulane University seeks to be supportive of graduate student parents and, as such, we encourage you to utilize these policies.

Planned Educational Leave Program

The Tulane University Graduate Student Planned Educational Leave Program (PELP) is defined as a voluntary, temporary, planned interruption or pause in your regular, full-time education. The purpose is to enhance the prospect of successful completion of your academic program by providing you with time to resolve personal, financial or medical problems. PELP makes it possible for you to suspend your academic work for one or two semesters and resume your studies with minimal procedural difficulties.

Eligibilty

PELP is a temporary, short-term leave from your academic studies at Tulane University. Approval of the PELP request depends, in part, upon the expectation that you will return to a registered and enrolled status to continue your education.

Registered graduate students at Tulane University are eligible to enroll in the Planned Educational Leave Program for up to two semesters, with the approval of the departmental or program Director of Graduate Studies, and the Graduate Studies Associate Dean for Students within their school, and the Associate Provost for Graduate Studies and Research. New graduate students are not eligible for a PELP during their first term of enrollment. Incoming students may be considered for deferred admission –contact the Graduate Program Staff Coordinator in your Graduate Program prior to the first day of class.

Students may not hold student employment (Teaching Assistant [TA], Graduate Student Research Assistant [GSRA], etc.) while on PELP.

International students must obtain prior approval for PELP status from the Office of International Students and Scholars (OISS). OISS will guide international students through any necessary steps that may be required as a result of their visa status.

Restrictions While On PELP

- Students on PELP may not be employed in a student academic appointment.
- Financial aid and grants will be discontinued suspended for the duration of your leave and you may need to repay any financial aid funds already received for the semester. Please contact the Financial Aid Office for additional information.
- Students on PELP are not eligible to receive fellowship funds.
- Students on PELP may continue to participate in the university's student health insurance plan for one or two semesters. However, students would bear the cost of maintaining this coverage. If students are out of the area, they may purchase an optional health insurance plan to provide coverage. If students intend to continue their on-campus student health benefits, they must notify Student Health Services before the first day of the semester in which their PELP status begins. For more information, students should contact Student Health Services.

- PELP status is a leave from your education and not intended for students to take course work or continue their research. While on PELP, students are not eligible to enroll in concurrent courses or earn any academic credit at Tulane or any other university. Students who have advanced to candidacy may request a clock stoppage associated with the requested PELP leave.
- Students on PELP may not apply for graduation. They must first return to a registered and enrolled status for at least one semester before filing for graduation.

Availability of University Services

A student on leave is only eligible for university services in the following areas:

- Career/Academic Advising,
- Enrolled CAPS and Student Health Center Services
- Student Health Insurance.

Application Process

Graduate students apply for PELP status using the PELP request form.

International students must also notify OISS of their intention to apply for PELP status.

The PELP request form must include the following information:

- Student's full name
- Student ID number
- Major
- Semester/Year leave is to begin
- Semester/Year student will return
- Name of your departmental/program graduate adviser and his/her e-mail address
- Please answer yes/no to the following questions:
  - Have you registered for courses?
  - Have you paid registration fees?
  - Have you attended classes?
  - Are you an international student?
- A brief statement why you are taking this leave.

The completed e-mail PELP advising form must be forwarded to Assistant Vice President, Student Resources and Support Services, in the Office of Student Affairs. Student Affairs will work with the DGS or program staff, the Associate Dean of Graduate Studies and the Associate Provost of Graduate Studies and Research to arrange PELP approval. Approval signatures are done via e-mail and must reflect the Graduate Adviser's approval using his/her Tulane University e-mail address. For international students, Student Affairs will contact OISS to confirm eligibility for PELP status.

The completed PELP request form must be submitted to the Office of Graduate and Postdoctoral Studies for approval prior to the first day of the term in which the PELP is to take effect.

Students who intend to apply for PELP status should not enroll for courses the semester the PELP status is to begin. If you submit the PELP request after the first day of the semester, you may owe fees. The Office of the University Registrar fee refund policy applies; please see the academic calendar for deadlines.

![Tulane University logo](Tulane University)

PELP Extension Requests

PELP extension requests are made using the Time Extension Request form. Contact Office of Graduate and Postdoctoral Studies for additional information.

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.

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.

General Policies, Guidelines, and Schedules

Guidelines and Policies for Graduate Assistants

Education and research are at the core of the academic enterprise of the research university. Graduate teaching assistants (TAs) are important and essential links between the creation and dissemination of new knowledge and the learning environment that meets the needs and stretches the potential of undergraduate students. Whether they serve as graders, laboratory assistants, group discussion leaders, or have complete responsibility for a course, this group of additional teaching personnel enhances Tulane's ability to offer a broad range of courses to its students. Graduate research assistants (RAs) are at the forefront of the university's scholarly activities and provide a vital service to the university on the way to earning their graduate degree. The purpose of this document is to describe policies and procedures related specifically to the assignment and execution of teaching and research assistantships. Issues related to graduate student academic performance and violations (honor code), sexual harassment, fraud in research, and non-assistantship-related grievances are covered by other university policies.

ARTICLE 1: DEFINITIONS

"Graduate Student" means all persons enrolled at Tulane University pursuing post- baccalaureate studies on either a "for credit" or on an "audit" basis, and on either a full- time or part-time basis, including Research Dissertation and Masters. This includes, but is not limited to, students pursing the eM.B.A., M.B.A., M.A., M.ARCHII, M.ACCT., M.F.A., M.FIN., M.L.A., M.P.S., M.S., M.S.W., and Ph.D. degrees.

"Graduate Students" also includes persons who are not officially enrolled for a particular term but who have a continuing relationship with Tulane, or who have been notified of their acceptance for admission and have registered for classes.

"Research Assistant (RA)" means a graduate student who is paid a stipend to perform research duties.

"Teaching Assistant (TA)" means a graduate student who is paid a stipend to perform instructional duties.

"Graduate Assistant (GA)" means a graduate student who is paid a stipend to perform other duties as specified in their job description, typically of an administrative nature.

"Tutoring Session" means assistance given by appointment to a single student or small group of students, often for pay, by someone who, at the time that they are rendering their services, is not in any way involved with the teaching of any section of the course in which the student or group of students is seeking help. Students receiving tuition waivers may have additional restrictions on offering paid tutoring sessions and should consult their department or program for guidance.

"Review Session" means an extra session provided within the context of a specific course, normally given by someone who is directly involved with the teaching of the course at that time. Review sessions should be open to all students in the course or section, and no student should be required, or even asked, to pay a fee for such help.

"Athletic Tutoring" means assistance to student athletes paid for by the Athletic Department, which may hire graduate students so long as they are not directly involved with any section of the course in which the student athlete is receiving help.

ARTICLE II: SELECTION AND APPOINTMENT

1. General

Teaching and research assistants are appointed each year or semester by the student's school, hereafter referred to as the "School." To be eligible for appointment as a teaching or research assistant, a nominee must be admitted to a graduate program without qualification. For reappointment, a nominee must be in good academic standing and making satisfactory progress toward an advanced degree.

2. Reappointment

A TA or RA may be considered for reappointment if:

•They meet the scholastic requirements for eligibility set by the department and School and are certified as being in good academic standing and making satisfactory progress toward the degree.

•They have, in the opinion of the department or School, provided satisfactory service.

3. Selection and Appointment of Teaching Assistants

Only graduate students who present satisfactory evidence of competence in English to read, write, speak, and understand it when spoken are eligible for appointment as a teaching assistant. When proficiency in English is unproven or insufficient, international students will be required to successfully complete a class offered by the Tulane English for Academic and Professional Purposes program that is designed to focus on improving speaking and listening skills in English.

Only graduate students who have earned at least 18 credit hours of graduate course work may be given complete instructional responsibility as the instructor of record for a course offered by Tulane University. Graduate students with fewer than 18 credit hours of graduate course work may be given positions as teaching assistants to support another instructor with leading discussion sections, labs, grading coursework, or other duties as assigned.

Teaching assistants are governed by the same standards of conduct in the performance of their academic duties as are members of the faculty and shall respect the rights and opinions of students and uphold the academic standards of the University.

ARTICLE III: TA TRAINING

The Office of Graduate and Postdoctoral Studies offers an intensive workshop on teaching-related issues at the beginning and end of each academic year. The workshop covers issues such as effective lecturing, facilitating discussions, testing/grading, academic integrity, using technology in teaching, teaching as a performance art, and collaborative learning. Additional resources for teaching can be found year-round through the Center for Engaged Learning and Teaching.

In addition, departments or programs have developed their own workshops to prepare their graduate students for their roles in undergraduate instruction. These programs are usually tailored to the special requirements of the discipline. This training may include, but is not limited to, a discipline-specific introduction to issues of course design and planning, instructional methods, effective assignment sequencing, and issues of evaluation and grading.

ARTICLE IV: TA RESPONSIBILITIES

Graduate teaching assistants perform a variety of roles related to teaching that represent different levels of independence and direct contact with undergraduate students. The level of responsibilities assigned to TAs is determined by the department in consultation with the appropriate dean(s). To the extent possible, departments are encouraged to make assignments that contribute to the intellectual and professional development of graduate students.

Whether graduate TAs serve primarily as assistants to a faculty instructor, graders, laboratory assistants, discussion group facilitators, or as instructors of their own sections, they are governed by the same standards of conduct in the performance of their academic duties as are members of the faculty. They are expected to maintain the highest levels of professional and ethical standards.

ARTICLE V: RA RESPONSIBILITIES

Graduate research assistants perform a variety of roles related to research with different levels of independence and supervision of less experienced research assistants. The level of responsibilities assigned to RAs is determined by the department in consultation with the appropriate dean(s). To the extent possible, departments are encouraged to make assignments that contribute to the intellectual and professional development of graduate students.Graduate RAs serve primarily as assistants to a faculty researcher and are governed by the same standards of conduct in the performance of their research duties as are members of the faculty. They are expected to maintain the highest levels of professional and ethical standards.

ARTICLE VI: FINANCIAL PAYMENTS

It is the responsibility of the School to determine how TAs and RAs are paid, whether on an hourly basis or on a set stipend. In both cases, graduate assistants are paid a fixed rate for their services on a bi-weekly basis for the semester or academic year of their service. In some cases, research assistantships may be offered for a calendar year.

Minimum stipend rates for TAs are set by the School in consultation with the Office of Academic Affairs. Although the professional development of graduate students as teachers is considered an important part of doctoral training, Tulane University is committed to ensuring that the students have sufficient time for other, equally important components of their doctoral education. No TA is expected to perform instructional duties that would take more than 20 hours per week.

Minimum stipend rates for RAs are set by the individual departments and programs. RAs may blend training and work responsibilities, but work responsibilities may not exceed 20 hours per week. If there is any question about work duties versus training, graduate RAs and their faculty supervisors should consult the RA's job description.

ARTICLE VII: TERMINATION OF APPOINTMENT

Termination of a teaching or research assistant before the expiration date of the stated period of appointment will be only for good cause shown. Pursuant to the provision of Article XII of the Statement on Academic Freedom, Tenure, and Responsibility approved by the University Senate on March 1, 1971, and by the Administrators of the Tulane Educational Fund on March 2, 1971, the School hereby institutes the following regulations and procedures relative to the protection of the academic freedom of its graduate, teaching, or research assistants:

1. In all cases where a graduate student is dismissed from their program of study, their appointment as a TA or an RA will be automatically terminated.

2. In no case will graduate teaching or research assistants be dismissed from their assistantship before the end of the period of appointment without having been provided with a statement of reasons and an opportunity to be heard by a duly constituted committee of the School. The department in question shall provide in writing the statement of reasons along with the statement of intent to dismiss.

3. In any case when an individual in one of the above named categories is not reappointed, the student will, upon their request, be provided with a statement of reasons. If the formal terms of their first appointment have given reasonable expectation of reappointment, and if they believe that a consideration violative of their academic freedom significantly contributed to their non-reappointment and if they can establish in writing a case for their belief to the satisfaction of a duly constituted committee of the School, they will be given an opportunity to be heard by that committee.

4. In all cases involving teaching assistants, it must be recognized that because a School maintains the policy that supervised teaching be made, wherever possible, a part of the graduate student's degree program, the teaching assistant is, in effect, a student-teacher, and it is the intent, therefore, of the foregoing paragraphs to safeguard the academic freedom of individuals in their role as teacher while preserving all necessary and reasonable limitation inherent in the faculty-student relationship.

5. In all cases the graduate training/grievance committee in each department referred to in paragraphs (1) and (2) shall be a standing committee consisting of a representative of the Dean as Chair, three faculty members of the School, and three graduate students to be appointment by the Dean. The Chair shall vote only in case of a tie vote.

6. In all cases, the committee will report its findings and recommendations to the Dean for appropriate action.

ARTICLE VIII: TUTORING

1. Graduate students are allowed to supplement their stipends by tutoring undergraduate students in courses in which they have no direct responsibility at the time. Students with tuition waivers and stipends are subject to permission from their department chair or program director.

2. A graduate student who is teaching a class or lab of a multi-section course that uses a common syllabus and common exams may not tutor any student in any section of that course.

3. A graduate student may use their office for tutoring or may ask departmental permission to use a classroom or other appropriate university facility.

4. The graduate advisor or department chair may require a graduate student to limit their tutoring activity if, in the view of the department, such activity is impeding the graduate student's academic progress of keeping them from fulfilling responsibilities within the department.

5. Graduate students, like any other member of the teaching faculty, may offer review sessions for their students to which they may invite students from other sections of the same course. The graduate student arranging such a session may not under any circumstances take money from the students in attendance.

6. A graduate student receiving a tuition waiver must have prior approval from the chair or advisor to work outside the department or program, because such activities might impede progress toward degree

Theses and Dissertations Digital Repository Policy

All students who prepare a thesis in partial fulfillment for a graduate degree (PhD, MS, MA, MFA, MLA, MProS) must submit a digital copy of their approved thesis or dissertation, complete with committee signatures, to the Howard Tilton Memorial Library Theses and Dissertations Archive (https://digitallibrary.tulane.edu/theses_and_dissertations/), in addition to the current hard copy requirement. Failure to do so by the official date of certification for degree(as established by the Registrar's Office) may result in delay of degree conferral.

This policy does not preclude submission of the thesis or dissertation to other digital repositories such as ProQuest, nor does it prevent schools or programs from imposing additional thesis or dissertation archiving requirements. Care should be exercised, however, to ensure that all copies are identical, as the version deposited with Howard Tilton Memorial Library, will be considered the official version for the degree.

Further details regarding format, personal information, and embargo periods are provided on the archives website.

Graduate Student Health Insurance Subsidy

Graduate students are required by University policy to have adequate health insurance coverage while registered as full-time students [http://pandora.tcs.tulane.edu/acctrec/healthinsurance.asp]. They must either be covered by the University student health care plan, or provide proof of coverage from some other source; e.g., their parents' policy or a policy purchased on the open market.

In those instances where a graduate student is on stipend[*]; e.g., a teaching assistantship, research assistantship, internal fellowship, or external fellowship supporting health insurance fees, a subsidy for health care costs is considered an eligible benefit, similar to a tuition waiver.

All graduate students on an eligible university stipend will receive a subsidy equivalent to 50% of the annual cost of the University's minimum individual health care plan coverage[†]. This subsidy is distributed equally between the fall and spring terms. Coverage will continue during the summer months, provided the student continues in good standing and pays his or her share of the insurance costs. The university's subsidy cost is to be borne by the student's school, department or program, or advisor's grant account, as determined by the appropriate school dean.

In the event that a student shows proof of coverage other than the University's student health care plan, no subsidy will be provided. The subsidy will cease on the date the degree is conferred.

Example

The University student health plan for the 2013-14 academic year is provided by United Healthcare Student Resources at the following rates:

BASIC

- Student $2,507
- Spouse $4,253
- All Children $3,443

CONTINUATION[**]

- Student $4,097
- Spouse $6,978
- All Children $5,642

An eligible student would have the following payment made to the policy on his or her behalf each term (Fall and Spring):

- Fall 2013: $627
- Spring 2014: $627

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[*] At a minimum, students on stipend are those in WFMO job codes 933000, 990000 and 936000. There may be tax implications to students who receive this subsidy.

[**] The monthly rates for Continuation Coverage apply to students that are graduating and wish to extend coverage for up to 90 days.

[†] Subsidies of greater than 50% are allowed and encouraged.

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)ttps://ogps.tulane.edu/graduate-council (https://ogps.tulane.edu/graduate-council/).

Graduate Student Grading Policy

The Tulane University Graduate Student Grading Policy is intended to clarify and set minimum standards for the grades which will count for credit in graduate degree programs. Schools and programs/departments within the university may set stricter standards for minimum grades and grade point averages, but this policy will serve as the minimum standard for the students and programs listed below.

This policy applies to all graduate students. Students in professional programs, including but not limited to the JD and the MBA programs, should consult with their respective school and handbook for the relevant grade and grade appeal policies. Students who are unclear as to whether they fall under this policy should also consult the University Catalog and their school to determine if this policy is applicable.

GRADES

Grades for graduate students are reported as follows:

A: 4.000
A-: 3.667
B+: 3.333
B: 3.000
B-: 2.667
C+: 2.333
C: 2.000
C-: 1.667
D+: 1.333
D: 1.000
D-: 0.667
F: Fail
P: Pass
I: Incomplete
IP: In Progress
W: Withdraw/No Penalty
WF: Withdraw/Failing Grade
R: Research

Clarification on certain grades that a graduate student could receive:

I: Incomplete – This grade will become a grade of F if the work is not made up according to the schedule set out by the Incomplete Grade Policy. After the work is made up and a grade is posted, the Incomplete grade, will be removed from the academic record except in the case of an F, in which case it will remain on the academic record after the letter grade. For example, if an A- is assigned by the faculty member for a course that was initially graded with an incomplete, the grade on the transcript will appear as A-. If an F is assigned by the faculty member for a course, the grade on the transcript will appear as F/I.

The letter grade earned is calculated in the GPA as per the normal GPA calculation.

R: Research – In those cases where research cannot be completed within the semester, this grade will be given to indicate the circumstance. It is most commonly used for PhD students in dissertation. This grade carries a different meaning from that of IP.

IP: In Progress – Satisfactory progress at the end of the first semester of a yearlong course; grades are assigned to both courses upon completion of the yearlong course, and the IP will be replaced with the letter grade earned once the final grade is posted to the record.

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

ACADEMIC PERFORMANCE STANDARDS

Graduate students are expected to maintain a cumulative grade point average (GPA) of at least 3.0. Courses in which a student earns a grade of C+ or lower cannot be counted towards a professional degree, a master's degree or a PhD. If a student receives two B- grades, or one grade below B-, the student is placed on probation and considered for dismissal by the school in consultation with the department at the conclusion of the semester in which the nonpassing grade or the second B- occurred. Ordinarily, the department will recommend that a student with two grades of B- or lower be dropped from the graduate program. Minimum academic performance and/or unsatisfactory performance may also lead to the withdrawal of financial support.

If a student receives a grade below B-, that course will not count towards the total credit hours required to complete the degree unless an exemption is approved by the dean or dean's designee. For instance, if a degree requires 30 credit hours to complete and a student received a grade of below B- in one 3-credit hour course, that student will need to take at least three additional credit hours beyond the minimum to have 30 eligible credit hours. Staff or faculty members who certify students for their degrees must verify that the student received a B- or better in all courses for the degree at the point of degree certification.

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 which offered the course. Grade changes are not allowed once a degree to which that grade applies has been awarded.

THE APPEAL PROCESS

If a student wishes to appeal their grade, they must follow the steps outlined by their school. Appeals are intended for students who believe their grade was not determined in a fair and appropriate manner.

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/)

Incomplete Grades

An incomplete grade, I, is given at the discretion of instructors when, in their view, special circumstances prevent a student from completing work assigned during the semester and with the understanding that the remaining work can be completed within an agreed upon time of up to 12 months following the course. Incomplete grades also are given when a student's absence from a final examination has been excused by their school's dean or dean's designee prior to or within one day following the final examination.

If a student will require a grade of I, the student and instructor should have a clearly articulated, written agreement including a timeline of what constitutes a successful resolution of the Incomplete Grade.

Incomplete grades must be resolved within the agreed upon timeframe of not more than the next 12 months or they are automatically changed to a grade of F/I.

The I will be removed from the student's transcript after the incomplete grade is resolved, except in the case of an F, which will appear on the transcript as F/I. Extensions of the 12 month deadline must be requested in writing by the student and must be approved by the instructor and their school's dean or dean's designee. The faculty member must then contact the Registrar's Office to request that the timeline for the I be extended for up to 12 more months. Extensions are approved only when a student has made an attempt to complete the missing work within the original 12 month period but, in the view of the instructor and the dean or dean's designee, has been prevented from completing the work by some special circumstance beyond the student's control. Grades may still be changed after the 12 month period expires but before the student graduates by the faculty member.

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 (https://catalog.tulane.edu/law/#academicpoliciestext)
- School of Medicine (https://catalog.tulane.edu/medicine/#academicpoliciestext)
- School of Social Work (https://catalog.tulane.edu/social-work/#academicpoliciestext)

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 dissertator fees, are established by the individual schools or programs. Students who have assistantships are often granted tuition waivers, but fees are the responsibility of the student. Consult the graduate adviser of the appropriate school for more information on tuition and fees.

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.

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)

- Addendum to Article V, Section 5 of the Unified Code of Graduate Student Academic Conduct (https://ogps.tulane.edu/sites/ogps.tulane.edu/files/Academic%20Code%20of%20Conduct%20approved%20change.pdf)
- Unified Code of Graduate Student Academic Conduct Honor Board Hearing (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Honor-Board-Form.pdf)
- Request to Waive a Hearing (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Request-to-Waive-a-Hearing.pdf)
- Honor Board Script (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Honor-Board-Script.pdf)
- Honor Board Training Examples (https://ogps.tulane.edu/sites/g/files/rdw1126/f/Honor-Board-Training-Examples.pptx)

Master's Programs Requirements

The general characteristics of the graduate programs of study are outlined below; but as with admissions, specific requirements for all graduate degrees, including concurrent and dual or joint degrees, may be obtained from the schools in which the programs are to be carried

out. These characteristics are specific to the MS, MA, MFA, MLA, and MPros degree programs.

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.

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.

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.

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. A student who wishes to transfer to a program in a different school must apply to and be admitted by the other 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.

Grades

Grades are reported as follows:

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

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:

Grade	Description
S	Satisfactory
U	Unsatisfactory

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.

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 award 6 credit hours for a thesis for the Master's degree are in compliance with this policy. See Thesis Requirements below for additional information.

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 a one-year master's degree is three (3) years. Tenure for a two-year master's degree is four (4) years. Tenure for a three-year master's degree is five (5) 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.

Tulane University

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.

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.

Registration Policies and Procedures

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

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.

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 (https://digitallibrary.tulane.edu/theses_and_dissertations (https://digitallibrary.tulane.edu/theses_and_dissertations/)). 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.

Thesis Guidelines

This policy applies to all students pursuing a Master of Science, Master of Arts, or Master of Fine Arts degree.

Master's degree students must complete at least 30 hours of coursework, for which they receive a grade, in order to receive the master's degree. If the student fulfills that requirement entirely with coursework, no further action is needed. The student may still complete a thesis at their discretion and following the guidelines of their department or program. Departments may still require a thesis to complete the master's degree, even if the student has 30 hours, provided the requirement is documented in the university course catalog.

If a student intends to take only 24 hours of coursework and complete a thesis to fulfill the requirements of their degree, the thesis must be graded. The student must enroll in 6 hours of graded thesis credit. The student may be graded on a Satisfactory/Unsatisfactory scale.

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

Tulane University's graduate departments may accept transfer credit at their discretion. This policy is intended to clarify minimum standards and provide guidance on university-wide policies and best practices.

GENERAL TRANSFER CREDIT GUIDELINES

Graduate students may transfer credit from graduate courses taken at other accredited institutions. Students must provide a sealed official transcript from the other institution, a course description from the course catalog, and may be required to provide a syllabus and/or samples of coursework. Transfers are made on the recommendation of the student's departmental/program advisor and/or Director of Graduate Studies, in conjunction with the faculty member who teaches the most closely equivalent course. If the course does not have a direct equivalent, it may be transferred as a "special topics" course. Only courses in which the student achieved a grade of B or higher, and which are no more than seven years old, will be considered for transfer. Grades earned on transferred credit do not affect the student's Tulane grade point average.

50% of all credits for a graduate degree must be completed at Tulane University.

TRANSFER CREDITS FROM QUARTER-BASED SYSTEMS
Credits completed at an institution that uses a quarter credit system rather than a semester credit system will be accepted at 2/3 the number of hours on the transcript. For instance, a three credit hour

course from an institution that uses quarter credits will transfer to Tulane University as two hours of credit, if the course is accepted.

GRADUATE CREDIT EARNED BEFORE THE BACHELOR'S DEGREE IS CONFERRED

Generally, no credit is given for graduate courses taken before a student has completed a bachelor's degree from an accredited institution. The exception to this policy is for students who have been accepted into a 4+1 accelerated master's degree program or dual bachelor's and master's degree program. Students from collaborating universities participating in certain +1 accelerated master's programs are also exempt from this policy. For those groups of students, course credits for graduate-level courses taken before the bachelor's degree was awarded may be used towards the master's degree, per the specific program requirements and/or the Memorandum of Understanding between the universities. The courses may also ultimately fulfil requirements for other graduate degrees, with the approval of the director of graduate studies of the department or program.

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 (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. A student who wishes to transfer to a program in a different school must apply to and be admitted by the other school.

Grades

Grades are reported as follows:

Grade	Description
A	
A-	
B+	
B	
B-	

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

Grade	Description
S	Satisfactory
U	Unsatisfactory

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

Medical Excuses

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

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

Required Withdrawal and Denial of Enrollment

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

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

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

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, Professional Advancement, 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, a Master of Professional Studies, and a Master of Public Administration. 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/)

M.S., Master of Liberal Arts, Master of Professional Studies, Master of Public Administration

- School of Professional Advancement (p. 34)

Architecture
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 (https://catalog.tulane.edu/architecture/architecture/architecture-research-design/)
- Architecture, M.Arch (https://catalog.tulane.edu/architecture/architecture/architecture-march/)
- Historic Preservation, MS (https://catalog.tulane.edu/architecture/preservation/historic-preservation-ms/)
- Sustainable Real Estate Development, MSR (https://catalog.tulane.edu/architecture/real-estate-development/sustainable-real-estate-development-msr/)

Certificate Programs

- Historic Preservation, Certificate (Graduate) (https://catalog.tulane.edu/architecture/preservation/historic-preservation-cer/)
- Public Interest Design Certificate (Graduate) (https://catalog.tulane.edu/architecture/social-innovation-entrepreneurship/public-interest-design-cer/)
- Sustainable Real Estate Development Certificate (Graduate) (https://catalog.tulane.edu/architecture/real-estate-development/sustainable-real-estate-development-cer/)

Business
Business

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

Graduate Programs

- Accounting, MACCT (https://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, MGM (https://catalog.tulane.edu/business/global-management/business-alliance-global-mba/)
- Business Administration, Executive MBA (https://catalog.tulane.edu/business/mba/business-executive-mba/)
- Business Administration, Full-Time MBA (https://catalog.tulane.edu/business/mba/business-full-time-mba/)
- Business Administration, Online MBA (https://catalog.tulane.edu/business/mba/business-online-mba/)
- Business Administration, Professional MBA (https://catalog.tulane.edu/business/mba/business-professional-mba/)
- Business Analytics, MAN (https://catalog.tulane.edu/business/business-analytics/business-analytics-man/)
- Business, PhD (https://catalog.tulane.edu/business/finance/business-phd/)
- Energy, MME (https://catalog.tulane.edu/business/energy/business-mme/)
- Finance, MFN (https://catalog.tulane.edu/business/finance/finance-mfn/)

Tulane University

- International EMBA with University of Chile, Centrum, & ICESI (https://catalog.tulane.edu/business/mba/business-international-executive-mba/)
- Management, MMG (https://catalog.tulane.edu/business/management/business-mmg/)
- Master of Finance with Universidad Francisco Marroquin and UCASS, MFN (https://catalog.tulane.edu/business/finance/international-finance-mfn/)
- Master of Management in Energy with UCASS (https://catalog.tulane.edu/business/energy/business-international-mme/)
- Master of Management with Universidad Francisco Marroquin, MMG (https://catalog.tulane.edu/business/management/master-management-mmg/)

Law
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 (https://catalog.tulane.edu/law/master-laws/admiralty-lma/)
- American Law, AML (https://catalog.tulane.edu/law/master-laws/american-law-aml/)
- Doctor of Juridical Science (https://catalog.tulane.edu/law/doctor-juridical-studies/)
- Energy & Environment, MEL (https://catalog.tulane.edu/law/master-laws/environmental-law-mel/)
- Energy Law, MJ (https://catalog.tulane.edu/law/master-jurisprudence/energy-law/)
- Environmental Law, MJL (https://catalog.tulane.edu/law/master-jurisprudence/environmental-law/)
- General Law, LLM (https://catalog.tulane.edu/law/master-laws/general-law-llm/)
- International and Comparative Law, LMI (https://catalog.tulane.edu/law/master-laws/international-law-lmi/)
- Juris Doctor (https://catalog.tulane.edu/law/juris-doctor/)
- Labor and Employment, MJ (https://catalog.tulane.edu/law/master-jurisprudence/labor-and-employment/)
- Master of Jurisprudence (https://catalog.tulane.edu/law/master-jurisprudence/)

Certificate Programs

- Civil Law Certificate (https://catalog.tulane.edu/law/juris-doctor/certificate/civil-law-certificate/)
- Environmental Law Certificate (https://catalog.tulane.edu/law/juris-doctor/certificate/environmental-law-certificate/)
- International and Comparative Law Certificate (https://catalog.tulane.edu/law/juris-doctor/certificate/international-comparative-law-certificate/)

- Maritime Law Certificate (https://catalog.tulane.edu/law/juris-doctor/certificate/maritime-law-certificate/)
- Sports Law Certificate (https://catalog.tulane.edu/law/juris-doctor/certificate/sports-law-certificate/)

Liberal Arts
Liberal Arts

School of Liberal Arts
104 Newcomb Hall
New Orleans, LA 70118
tel 504-865-5225
fax 504-865-5224

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/)
- Creative Industries Certificate (Graduate) (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/creative-industries-graduate-certificate/)
- Economics, 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/)

Tulane University

- 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 Economy with Data Analytics, MA (https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/political-economy/data-analytics-ma/)
- Political Science, MA (https://catalog.tulane.edu/liberal-arts/political-science/political-science-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
Medicine

School of Medicine
1131 S. Robertson Street
New Orleans, LA 70112
tel 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
tel 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
tel 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 and Applied Bioinformatics, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/biochemistry-and-applied-bioinformatics/)
- 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 Informatics, MS (https://catalog.tulane.edu/medicine/biomedical-sciences-graduate-program/biomedical-bioinformatics-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/)

Tulane University

- 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
Professional Advancement

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

Graduate Programs
- Cybersecurity Management, Master of Science (https://catalog.tulane.edu/professional-advancement/information-technology/cybersecurity-management-ms/)
- Early Childhood Education, MAT (https://catalog.tulane.edu/professional-advancement/teacher-preparation/early-childhood-education-mat/)
- Elementary Education, MAT (https://catalog.tulane.edu/professional-advancement/teacher-preparation/elementary-education-mat/)
- Emergency Management, Master of Professional Studies (p. 60)
- Equity-Centered Education Leadership Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/teacher-preparation/equity-centered-education-leadership-certificate/)
- Health and Wellness Management, Master of Science (p. 72)
- Homeland Security Studies, Master of Professional Studies (p. 61)
- Information Technology Management, Master of Science (p. 70)
- Joint Degree in Public Administration / Sustainable Real Estate Development, MPA/MSRED (p. 81)
- Learner Experience Design Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/teacher-preparation/learning-experience-design-certificate/)
- Liberal Arts, Master of Liberal Arts (p. 67)
- Master of Education, M.Ed. (https://catalog.tulane.edu/professional-advancement/teacher-preparation/master-of-education-med/)

- Master of Public Administration with Concentration in Public Health, MPA (https://catalog.tulane.edu/professional-advancement/public-administration/public-administration-concentration-public-health-mpa/)
- Master of Public Administration, MPA (p. 80)
- Secondary Education, MAT (https://catalog.tulane.edu/professional-advancement/teacher-preparation/secondary-education-mat/)
- Special Education Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/teacher-preparation/special-education-certificate/)
- Sport Studies, Master of Science (p. 73)
- Teaching English Learners Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/teacher-preparation/teaching-english-learners-certificate/)

Certificates
- Advanced Emergency Management Certificate (Graduate) (p. 60)
- Corporate Wellness Certificate (Graduate) (p. 73)
- Cyber Defense Certificate (Graduate) (p. 69)
- Cyber Leadership Certificate (Graduate) (p. 69)
- Cyber Technology Certificate (Graduate) (p. 69)
- Data Science & Cloud Certificate (Graduate) (p. 69)
- Economic Development Certificate (Graduate) (p. 82)
- Emergency Management Certificate (Graduate) (p. 60)
- Environmental Management & Resilience Certificate (Graduate) (p. 82)
- Health Leadership Certificate (Graduate) (p. 73)
- Health Strategy and Financial Management Certificate (Graduate) (p. 73)
- Intelligence Studies Certificate (Graduate) (p. 62)
- IT Strategic Planning Certificate (Graduate) (p. 70)
- K-12 Education Leadership Certificate (Graduate) (p. 82)
- Nonprofit and Strategic Philanthropy Management Certificate (Graduate) (p. 82)
- Open Source Intelligence Certificate (Graduate) (p. 62)
- Security Management Certificate (Graduate) (p. 62)
- Sport Administration Certificate (Graduate) (p. 74)
- Sport Coaching Certificate (Graduate) (p. 74)
- Sport Security Certificate (Graduate) (p. 63)
- Technology Architecture Certificate (Graduate) (p. 70)

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, MSPH (https://catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-msp/)
- Biostatistics, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-phd/)
- BS/MHA Combined Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bs-mha/)
- BS/MPH, MSPH or MPH&TM Combined Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bs-mph-msph-mphtm/)
- BSPH/MPH or MSPH or MPHTM or MHA Combined Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bsph-mph-msph-mphtm-mha/)
- Clinical Investigation, MS (https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/clinical-investigation-ms/)
- Community Health Sciences, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/community-health-sciences-mph/)
- Dietetic Internship (https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/dietetic-internship/)
- Disaster Management, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/disaster-management-mph/)
- Environmental Health Sciences, MSPH (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/environmental-health-sciences-msp/)
- Environmental Health Sciences, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/global-environmental-health-science-phd/)
- 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 Administration, MHA (https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/master-health-administration-mha/)
- Health Communication and Education, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/global-health-community-education-mph/)
- 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-mph/)
- Health Systems Management, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-systems-management-mph/)
- Industrial Hygiene, MSPH (https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/environmental-health-industrial-hygiene-msp/)
- International Health & Sustainable Development, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/international-health--sustainable-development/international-health-mph/)
- International Health & Sustainable Development, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/international-health--sustainable-development/international-health-and-sustainable-development-phd/)
- JD/MPH or MHA Dual Degrees (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/jd-mph-mha/)
- Leadership, Advocacy, and Equity, DrPH (https://catalog.tulane.edu/public-health-tropical-medicine/leadership-advocacy-equity-drph/)
- Master of Social Work/Master of Public Health Dual Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/msw-mph/)
- Maternal and Child Health, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/maternal-child-health-mph/)
- MBA/MHA Dual Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/mba-mha/)
- MD/MPH or MSPH or MPHTM Dual Degree (https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/md-mph-msph-mphtm/)
- Medical Management, MMM (https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/medical-management-mmm/)
- Nutrition, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/nutrition-mph/)
- Public Health and Tropical Medicine, MPHTM (https://catalog.tulane.edu/public-health-tropical-medicine/tropical-medicine-and-infectious-disease/public-health-tropical-medicine-mphtm/)
- Public Health Certificate (Graduate) (https://catalog.tulane.edu/public-health-tropical-medicine/public-health-certificate-graduate/)
- Social, Behavioral, and Population Sciences, MPH (https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/social-behavioral-and-population-sciences-mph/)
- Social, Behavioral, and Population Sciences, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/social--behavioral--and-population-sciences/global-community-health-science-behavior-phd/)
- Tropical Medicine, MS (https://catalog.tulane.edu/public-health-tropical-medicine/tropical-medicine-and-infectious-disease/tropical-medicine-ms/)
- Tropical Medicine, PhD (https://catalog.tulane.edu/public-health-tropical-medicine/tropical-medicine-and-infectious-disease/tropical-medicine-phd/)

Science and Engineering
Science & Engineering

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

Tulane University

- Applied Mathematics, MS (https://catalog.tulane.edu/science-engineering/mathematics/applied-mathematics-ms/)
- Behavioral Health, MS (https://catalog.tulane.edu/science-engineering/psychology/behavioral-health-ms/)
- Bioinnovation, PhD (https://catalog.tulane.edu/science-engineering/interdisciplinary-graduate-programs/bioinnovation-phd/)
- Biomedical Engineering, MS (https://catalog.tulane.edu/science-engineering/biomedical-engineering/biomedical-engineering-ms/)
- Biomedical Engineering, PhD (https://catalog.tulane.edu/science-engineering/biomedical-engineering/biomedical-engineering-phd/)
- Cell and Molecular Biology, MS (https://catalog.tulane.edu/science-engineering/cell-molecular-biology/cell-molecular-biology-ms/)
- Cell and Molecular Biology, PhD (https://catalog.tulane.edu/science-engineering/cell-molecular-biology/cell-molecular-biology-phd/)
- Chemical and Biomolecular Engineering, MS (https://catalog.tulane.edu/science-engineering/chemical-biomolecular-engineering/chemical-biomolecular-engineering-ms/)
- Chemical and Biomolecular Engineering, PhD (https://catalog.tulane.edu/science-engineering/chemical-biomolecular-engineering/chemical-biomolecular-engineering-phd/)
- Chemistry, PhD (https://catalog.tulane.edu/science-engineering/chemistry/chemistry-phd/)
- Computer Science, MS (https://catalog.tulane.edu/science-engineering/computer-science/computer-science-ms/)
- Computer Science, PhD (https://catalog.tulane.edu/science-engineering/computer-science/computer-science-phd/)
- Data Science, MS (https://catalog.tulane.edu/science-engineering/mathematics/data-science-ms/)
- Earth and Environmental Sciences, MS (https://catalog.tulane.edu/science-engineering/earth-environmental-sciences/earth-environmental-sciences-ms/)
- Earth and Environmental Sciences, PhD (https://catalog.tulane.edu/science-engineering/earth-environmental-sciences/earth-environmental-sciences-phd/)
- Ecology and Evolutionary Biology, MS (https://catalog.tulane.edu/science-engineering/ecology-evolutionary-biology/ecology-evolutionary-biology-ms/)
- Ecology and Evolutionary Biology, PhD (https://catalog.tulane.edu/science-engineering/ecology-evolutionary-biology/ecology-evolutionary-biology-phd/)
- Interdisciplinary, MS (https://catalog.tulane.edu/science-engineering/interdisciplinary-graduate-programs/interdisciplinary-ms/)
- Materials Physics and Engineering, PhD (https://catalog.tulane.edu/science-engineering/physics-engineering/materials-physics-engineering-phd/)
- Materials Science and Engineering, MS (https://catalog.tulane.edu/science-engineering/physics-engineering/materials-science-engineering-ms/)
- Mathematics, MS (https://catalog.tulane.edu/science-engineering/mathematics/mathematics-ms/)
- Mathematics, PhD (https://catalog.tulane.edu/science-engineering/mathematics/mathematics-phd/)
- Neuroscience, MS (https://catalog.tulane.edu/science-engineering/interdisciplinary-graduate-programs/neuroscience-ms/)
- Neuroscience, PhD (https://catalog.tulane.edu/science-engineering/interdisciplinary-graduate-programs/neuroscience-phd/)
- Physics, MS (https://catalog.tulane.edu/science-engineering/physics-engineering/physics-ms/)
- Physics, PhD (https://catalog.tulane.edu/science-engineering/physics-engineering/physics-phd/)
- Psychology, MS (https://catalog.tulane.edu/science-engineering/psychology/psychology-ms/)
- Psychology, PhD (https://catalog.tulane.edu/science-engineering/psychology/psychology-phd/)
- River-Coastal Science and Engineering, MS (Non-Residential) (https://catalog.tulane.edu/science-engineering/river-coastal-science-engineering/river-coastal-science-and-engineering-ms-non-residential/)
- River-Coastal Science and Engineering, MS (Residential) (https://catalog.tulane.edu/science-engineering/river-coastal-science-engineering/river-coastal-science-and-engineering-ms-residential/)
- River-Coastal Science and Engineering, PhD (https://catalog.tulane.edu/science-engineering/river-coastal-science-engineering/river-coastal-science-and-engineering-phd/)
- Statistics, MS (https://catalog.tulane.edu/science-engineering/mathematics/statistics-ms/)

Social Work
Social Work

School of Social Work
School of Social Work
127 Elk Place, Mail Code 8906
New Orleans, LA 70112
tel 800-631-8234 or 504-865-5314
fax 504-862-8727

- Disaster Resilience Leadership Studies, MS (https://catalog.tulane.edu/social-work/disaster-resilience/disaster-resilience-leadership-studies-ms/)
- Social Work, DSW (https://catalog.tulane.edu/social-work/social-work/social-work-dsw/)
- Social Work, MSW (https://catalog.tulane.edu/social-work/social-work/social-work-msw/)

SCHOOL OF PROFESSIONAL ADVANCEMENT

Administration

Suri L. Duitch, Ph.D.
Dean and Vice President for Academic Innovation

Ilianna H. Kwaske, Ph.D.
Associate Dean for Academic Affairs

Christa Payne, M.B.A.
Assistant Dean, Administration and Operations

Vanessa Rodriguez, J.D., M.A.
Assistant Dean, Student Support and Success

Uptown Campus

Richardson Hall, Building #5
6823 St. Charles Ave.
New Orleans, LA 70118
(504) 865-5555
asksopa@tulane.edu

Elmwood Campus

800 E. Commerce Rd.
Suite 100
Harahan, LA 70123
(504) 865-5333
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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.

SoPA offices are located in Richardson Hall on Tulane University's Uptown campus; the School also makes its programs available in Harahan at the Elmwood Campus and online.

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 Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, doctorate, and professional degrees. Questions about the accreditation of Tulane University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website. (https://sacscoc.org/)

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, B.A. (p. 76)
- Digital Media & Marketing Communications, B.A. (p. 75)
- Early Childhood Education Coordinate Major (p. 84)
- Elementary Education (Grades 1-5) Coordinate Major (p. 84)
- Exercise Science, B.S. (p. 71)
- General Legal Studies, B.A. (p. 63)
- Health and Wellness, B.A. (p. 71)
- Homeland Security, B.A. (p. 61)
- Human Resources, B.A. (https://catalog.tulane.edu/professional-advancement/business-leadership-studies/human-resources-ba/)
- Humanities, B.A. (p. 66)
- Information Technology, B.S. (p. 68)
- Organizational Behavior and Management Studies, B.S. (https://catalog.tulane.edu/professional-advancement/business-leadership-studies/organizational-behavior-and-management-studies-bs/)
- Public Relations, B.A. (p. 79)
- Secondary Education (Grades 6-12) Coordinate Major (p. 85)
- Social Sciences, B.A. (p. 67)

Master's Degree Programs

- Cybersecurity Management, Master of Science (https://catalog.tulane.edu/professional-advancement/information-technology/cybersecurity-management-ms/)

Tulane University

Minors

Certificates

Academic Options
Accelerated Master's Programs

Students who have earned 75 credits towards a bachelor's degree, including 15 credits in the major, may request Program Director approval to apply for admission to a SoPA master's degree program.

The Accelerated Master's program is available to all Tulane students in SoPA majors (https://sopa.tulane.edu/degrees-programs/bachelors-degrees/). However, admission to a master's degree requires a minimum cumulative GPA of at least 3.0, as well as program-specific requirements that may include essays, resumes interviews, or related job experience. Completion of the bachelor's degree is not required for admission to an accelerated master's degree.

Upon admission, the student may take two, pre-approved, graduate courses charged at the undergraduate rate. The student may also take two additional graduate courses during undergraduate study (exceeding the required 120 credit hours of the bachelor's) to count toward the master's degree.

Students must complete the bachelor's degree in order to officially start the master's program.   Program director approval is required to register for graduate courses as an undergraduate student, and will also be required for graduate courses to serve as dual credit.

Students must have completed a minimum of 30 credits toward their master's degree by the end of the fifth (graduate) year.

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 11th and 12th-grade 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. Standardized tests are preferred but not required for admission. In addition, the student's high school counselor, teacher, or principal, must submit a letter of recommendation stating that the student has the necessary academic skills and personal development to succeed at Tulane University. Students meeting these admission standards must also submit a Concurrent Enrollment application along with a $40 application fee. 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).

Academic Policies
Academic Policies & Procedures

Academic Calendar

SoPA's academic calendar is built on a semester framework. Per academic year, there are two semesters - fall and spring- and summer sessions. The fall and spring semesters are 15 weeks long. The full summer session is 12 weeks. During early and late summer sessions, 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 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 who earned less than a 2.0 grade point average, or who were dismissed from, or on probation at, their last college may be admitted on probation at the discretion of the Academic Performance Committee. Conditions of probation at entry generally include a load limit of seven credits in the first semester. Continued enrollment after entering on probation is generally contingent upon the student earning grades of C or better in all courses taken the first semester.

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

Interdivisional Transfer

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

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

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

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

satisfying the social science requirement, and a course satisfying the humanities requirement.

Graduate Admissions

The graduate-level online application (https://applysopa.tulane.edu/apply/) includes a non-refundable 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.

Additionally, 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.

Non-degree Seeking Graduate Student Policy

Non-Degree Seeking (NDS) graduate students are non-matriculating students who enroll in graduate courses at Tulane School of Professional Advancement (SoPA) for which they are qualified or have the prerequisites to take. NDS graduate students must apply to SoPA and will be required to obtain approval to take the graduate courses from the director of the program involved. This status is best suited for students who would like to explore different fields of academic study to determine which program might be a good fit for continued graduate study.

Students must maintain a 3.0 GPA in the approved graduate courses to continue as NDS graduate students, and must obtain program director approval to register for graduate courses each semester. NDS graduate students cannot change the grade type of a course. Approval to register for courses in any one semester does not guarantee the NDS graduate student will be approved for courses in other graduate programs or in subsequent semesters.   NDS graduate students who are interested in continuing in a SoPA graduate program must apply and meet the requirements of that program. They are not guaranteed admission and should not expect preference in admission simply because of having taken courses as a NDS graduate student. Courses taken as a NDS graduate student will be reviewed by the program director for consideration to be counted towards the graduate degree.
   Up to 9 semester hours of coursework completed as a NDS graduate student may be applied toward degree and residence requirements with the program director's and the Dean's approval.   NDS graduate students may not register for more than six credits in one semester.

Courses taken as a NDS graduate student will not be eligible for the tuition waiver, though NDS graduate students may be eligible for early registration and/or alumni discounts.

Prior Learning / Transfer Credit

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). For undergraduate students, the total of all prior learning credits, including credits transferred from other schools, cannot exceed 60 credits; for graduate students, the total of all prior learning credits cannot exceed 9 credits.

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 institutionally accredited* by an accrediting 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 colleges or universities not belonging to an institutional 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 that may affect students, i.e. may not accept community college transfer credits that SoPA does accept. For specifics, contact a SoPA academic advisor.

Work from such institutionally 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.

In order to process transfer credit approval requests for all college courses taken prior to enrolling in Tulane University, students will need:

- A Transfer Credit Approval Form from his or her SoPA advisor. The advisor will verify the student's eligibility to earn transfer credit and the accreditation of the school from which the student wishes to transfer.
- An official transcript issued to Tulane University (not a grade report or transcript issued to the student)
- Course descriptions from the college catalogs or brochures that correspond to the courses on the transcript, and other documentation (syllabi, etc.) that the academic department requires for review. Courses are evaluated by discipline-specific faculty for content and suitability.

Following submission of these items to the SoPA academic advisor, the courses will be evaluated, and if found to be equivalent to Tulane

University coursework, the student's Tulane transcript will be adjusted to reflect the academic credit awarded in transfer. All courses are subject to approval, and in some cases, courses may not be approved for credit. Courses transferred from other institutions are not included in the calculation of grade-point average. Courses that are repeated at SoPA will not count as transfer credit.

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. Students wishing to take courses at another institution must first receive approval from the SoPA associate dean for academic affairs and from the appropriate department.

Referred to as "regionally accredited" prior to 2020.

Graduate Students
Graduate students who wish to transfer credits earned from 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 an institutional accrediting body is at the discretion of SoPA.

Coursework is transferred at the value of credits/hours for which it was awarded if a grade of B or higher was earned and if an equivalent Tulane course exists. Program director approval is required for graduate transfer credit.

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.

SoPA undergraduate students may receive up to 24 credits from portfolio assessment, examination, and military and other post-secondary training. 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.

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 online and is graded Pass/Fail.

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
- Media + Design
- Information Technology
- Public Administration

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.

American Council on Education (ACE) Credits
Undergraduate students may receive up to 24 credits evaluated by The American Council on Education (ACE) (https://www.acenet.edu/pages/default.aspx) and graduate students may receive up to 6 credits evaluated by ACE, with academic program and academic dean approval. SoPA Program Directors and faculty will review the ACE transcript with credit recommendations to ensure credit alignment with SoPA program learning outcomes and will make a decision on credit acceptance.

ACE has a long history of evaluating professional training and recommending academic credit equivalencies for adult learners. Specifically, ACE relies on faculty subject matter experts to evaluate professional training and make relevant credit recommendations.

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.

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.

Exam Name	Tulane Class	Minimum Passing Score
Financial Accounting	BSAC 1120 Elementary Accounting	65

Introductory Business Law	BSBL 3400 Legal Aspects of Business	60
Principles of Management	BSMT 2310 Principles of Management	63
Principles of Marketing	BSMK 3200 Introduction to Marketing Principles	65
Information Systems	CPST 1200 Fundamentals of IS & IT	66
Humanities	PAHM 2010 Humanities	55
American Government	POLA 2100 American Government	50
Introductory Sociology	SOCI 2010 Foundations of Sociology	50
Western Civilization I	HISE 1210 Western Civilization I	55
Western Civilization II	HISE 1220 Western Civilization II	54
Calculus	MATH 1210 Calculus I	50
Chemistry	CHEM 1070 General Chemistry I	50
Introductory Psychology	PSYC 1000 Introductory Psychology	50
Natural Sciences	PANA 2010 Natural Sciences	62

DSST

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

Exam Name	Tulane Class	Minimum Passing Score
Human Resource Management	HRDV 3330 Introduction to Human Resources	53/434
Money and Banking	BSFN 3310 Money and Banking	54/434
Organizational Behavior	BSMT 3340 Organizational Behavior	52/434
Principles of Finance	BSFN 2210 Introduction to Finance	53/434
Intro to World Religions	PARL 3330 Introduction to World Religions	52/434
Principles of Public Speaking	SPEC 1400 Persuasive Public Speaking	52/434
Here's to Your Health	WLHP 1800 Fundamentals of Health	51/434
Physical Geology	EENS 1110 Physical Geology	46/400
Principles of Statistics	MATH 1110 Probability and Statistics I	48/400

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

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.)

Students who have questions about adding or dropping courses should contact their academic advisors.

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, which can be completed online. Students should contact their advisor to withdraw from all courses in the term.

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 requires 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 will petition to return from medical leave following the protocol defined by the Division of Student Affairs (https://cmvss.tulane.edu/content/medical-withdrawal-leave-return/). 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:

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

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

UNDERGRADUATE

An incomplete grade, I, is given at the discretion of instructors with the approval of the program director when, in their view, special circumstances prevent a student from completing work assigned during the semester and with the understanding that the remaining work can be completed within 30 days. For undergraduate students, an incomplete grade allows a maximum extension of 30 business days after the end of the term for the completion of the coursework. Students will work with their instructors to develop a plan and timeline to complete outstanding work.   If the work has not been submitted by the deadline, the incomplete grade 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.

GRADUATE

An incomplete grade, I, is given at the discretion of instructors with the approval of the program director when, in their view, special circumstances prevent a student from completing work assigned during the semester and with the understanding that the remaining work can be completed within an agreed-upon time of up to 12 months following the course. Incomplete grades also are given when a student's absence from a final examination has been excused by the school's dean or dean's designee prior to or within one day following the final examination.

If a student will require a grade of I, the student and instructor should have a clearly articulated, written agreement including a timeline of what constitutes a successful resolution of the Incomplete Grade. Incomplete grades must be resolved within the agreed upon timeframe, which may not exceed the next 12 months or they are automatically changed to a grade of F/I.

The grade of I will remain on the student's transcript, accompanied by the final course grade only when the final grade in the course is a F. Extensions to the deadline must be requested in writing by the student and must be approved by the instructor and their school's dean or dean's designee. The faculty member must then contact the Registrar's Office to request that the timeline for the I be extended for up to 12 more months. Extensions are approved only when a student

has made an attempt to complete the missing work within the original time period but, in the view of the instructor and the dean or dean's designee, has been prevented from completing the work by some special circumstance beyond the student's control. Grades may still be changed after the time period expires but before the student graduates by the faculty member.

Repeated Courses

Undergraduate students may repeat courses in which they have earned a grade of D+ or lower. No more than one course may be repeated in any semester. For each repeated course, only the second grade, whether higher or lower than the initial grade, will be used to calculate the student's GPA. The initial grade will not count as credit hours attempted or earned, and therefore is not calculated in the GPA, but it will remain visible on the student's transcript. The grade penalty for a WF is never removed from the GPA. 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.

Graduate students may be required to repeat courses in which they have earned below a B-. The initial grade remains on the record and continues to count in the student's cumulative grade-point average. All grades remain on the transcript. The grade penalty for a WF is never removed from the GPA.

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.   Graduate students may not enroll in more than 9 credits per semester without the 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 6-56 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 SoPA 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. Students must be in good standing with the university and may not have an honor board violation on their record. Students with pending Honor Board cases may not be considered until the case has been adjudicated. 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 toward 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.

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:

Classification	Earned Credits
Freshman	0-24 earned credits
Sophomore	25-56 earned credits
Junior	57-91 earned credits
Senior	over 91 earned credits

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.

Minimum Cumulative Attempted Hours	Minimum Cumulative GPA
1-30	1.75
31-61	1.85
62-93	1.95
94-124	2.00

Students in undergraduate or post-baccalaureate certificate (PBC) programs must maintain a minimum cumulative GPA of 2.0 to remain in good standing.

Graduate students are required to maintain a minimum cumulative GPA of 3.0 in the graduate certificate and/or degree programs to remain in good standing.

Academic Enforcement for SoPA Students

The quality of each SoPA student's work will be monitored at the end of each semester. Enforcement of quality of work standards 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 at SoPA 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. Courses in which a student earns a grade of C+ or lower cannot be counted towards a master's degree.

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. Students may appeal the first dismissal.

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.
3. "Code" means this Undergraduate Code of Academic Conduct.
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 forAcademic 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. These electronic devices must be packed away and turned off. Any student who is caught with one of these devices out will have their test taken and will be charged with the Honor Code violation of cheating.

   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
    a. 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 shall inform the respondent and any witnesses of the following before testimony begins:

    i. False testimony given in a hearing is a violation of the Code of Academic Conduct.

    ii. All testimony given in an Honor Board hearing is to be held in the strictest confidence.

    iii. All witnesses must be called to give substantive testimony rather than to serve as character witnesses.

f. The respondent may make a statement before the Honor Board, examine or dispute any evidence, make no statement, or decline to respond to any questions.

g. The complainant, the respondent, and any witnesses will be brought before the hearing panel independently of one another to give testimony. The Faculty Chair will lead any questions submitted to the parties during testimony.

h. 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 Jurisdiction 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

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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 non-voting 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 fulfill the mission of the school by providing students with high quality, distinctive education across a range of disciplines, along with applied skills, as relevant to their area(s) of study. As part of their undergraduate education at SoPA, students must demonstrate proficiency in writing, quantitative reasoning, and a foreign language or global perspectives. Students must also show distribution of knowledge by completing coursework in humanities, social sciences, and science. Additional core requirements of the bachelor's degree at SoPA include coursework in American government, oral communication, and race and inclusion. The proficiency, distribution, and supplemental undergraduate degree requirements are known as the SoPA Core Curriculum.

Bachelor's Degree

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

Proficiency Requirements

Course ID	Title	Credits
English/Writing		4
Quantitative Reasoning		3-8*
Foreign Language or Global Perspectives		6-8

* For BA students, the Quantitative Reasoning requirements = 3-4 credits; for BS students, the Quantitative Reasoning requirements = 6-8.

Supporting Requirement

Course ID	Title	Credits
Oral Communications		3
Race & Inclusion		3
American Government		3

(Oral Communication and American Government are not required for students majoring in disciplines in the School of Liberal Arts and the School of Science and Engineering)

Distribution Requirements
(BA or BS with a SoPA major)

A course can only satisfy one of the distribution areas.

Course ID	Title	Credits
Humanities		12
Science		12
Social Science		12

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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 Academic Writing and Reading (3 c.h.) for elective credit. PAEN 1000 Academic Writing and Reading (3 c.h.) does not count toward the completion of the writing requirement.

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

Quantitative Reasoning Requirement
Students working toward a Bachelor of Arts Degree in a SoPA discipline are required to demonstrate competency in 3-4 credits of quantitative reasoning by passing any mathematics course, CPST 1070 Discrete Math for Information Technology (3 c.h.), BSLS 3250 Business Statistics (3 c.h.), DATA 1010 Introduction to Data (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 SoPA B.S. programs may take any mathematics course, CPST 1070 Discrete Math for Information 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 Discrete Math for Information 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.)).

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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 and Government 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, oral communication, 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)

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.

Graduate
The School of Professional Advancement awards a Master of Arts in Teaching (MAT), Master of Education (MEd), Master of Liberal Arts (MLA), Master of Professional Studies (MPS), Master of Public Administration (MPA), or Master of Science (MS), 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://gradapp.tulane.edu/)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. 21) 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. Graduate degrees offered at SoPA provide students with in-depth knowledge and mastery in professional disciplines and liberal arts.

Academic Progress Requirements
Students admitted to study at the master's level at SoPA 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. Students who earn two grades below a B- will be dismissed. Courses in which a student earns a grade of C+ or lower cannot be counted towards a master's degree.

Academic Departments
- Business and Leadership Studies (p. 58)
- Emergency and Security Studies (p. 60)
- General Legal Studies Program (p. 63)
- Humanities & Social Sciences (p. 66)
- Information Technology (p. 67)
- Kinesiology (p. 71)
- Media & Design (p. 74)
- PreK-12 Education (p. 83)
- Public Administration (p. 80)

Programs
Undergraduate
- Digital Design, B.A. (p. 76)
- Digital Media & Marketing Communications, B.A. (p. 75)
- Early Childhood Education Coordinate Major (p. 84)
- Elementary Education (Grades 1-5) Coordinate Major (p. 84)
- Exercise Science, B.S. (p. 71)
- General Legal Studies, B.A. (p. 63)
- Health and Wellness, B.A. (p. 71)
- Homeland Security, B.A. (p. 61)
- Human Resources, B.A. (https://catalog.tulane.edu/professional-advancement/business-leadership-studies/human-resources-ba/)
- Humanities, B.A. (p. 66)
- Information Technology, B.S. (p. 68)
- Organizational Behavior and Management Studies, B.S. (https://catalog.tulane.edu/professional-advancement/business-leadership-studies/organizational-behavior-and-management-studies-bs/)

Tulane University

Minor

Professional Certificate

Post-Baccalaureate Certificates

Graduate

Certificate

ROTC

Tulane University recognizes the need for military officers with a quality education in a variety of academic specialties and highly recommends the Reserve Officer Training Corps programs as one method of meeting this need. The university maintains Air Force, Army, and Naval ROTC units. 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)

Uptown Square Suite 130
200 Broadway
Phone: 504.865.5390
afrotc@tulane.edu

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

The curriculum is divided into two parts: the General Military Course (GMC) for freshman and sophomores, and the Professional Officer Course (POC) for juniors, seniors, and graduate law or nursing students. GMC students attend a 1-hour class and a 2-hour laboratory each week. POC students attend a 3-hour class and a 2-hour laboratory each week. 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 a yearly book allowance and a subsistence allowance per month during the 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://afrotc.tulane.edu or visit www.afrotc.com (https://www.afrotc.com/).

Army Reserve Officer Training Corps (AROTC)

Uptown Square, Suite 132
200 Broadway
Phone: 504.865.5594
ywade@tulane.edu

Army Reserve Officer Training Corps (AROTC) is a comprehensive program of studies through which students qualify to be commissioned as an Officer in the United States Army, Army National Guard, or United States Army Reserve. Students learn leadership and management skills applicable to any profession. The Army ROTC program offers courses in Basic and Advance Military Science. The basic courses, offered only during the freshmen and sophomore years teach principles and techniques of leadership and develop each student's understanding of the Army's role in the Armed Forces. The advanced courses, offered during the junior and senior years, educate students on officer training, both theoretical and practical which will qualify them to perform their duties as a commissioned officer in the United States Army. Non-scholarship students participating in the first two years of AROTC do not incur any obligation to the U.S. Army. Army ROTC offers two-, three-, and four-year scholarships. Army scholarships provide tuition assistance, a flat rate for textbooks, and a monthly subsistence allowance (up to 10 months per year). Students may elect to use scholarships for room and board (up to $10,000 annually) in lieu of tuition and fees. Admission to the AROTC Advanced Course is conditional on meeting academic, physical, and age requirements and approval of the Professor of Military Science. Physical training is an integral part of the AROTC program.

To become a commissioned as an officer, a student must complete the regular four-year program (qualified high school students accepted to any four-year college/university with an ROTC program), a three-year program (whereby the Basic Course is compressed into one year), or a two-year program (requires completion of a 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 Building (https://admission.tulane.edu/map/?id=1015#!m/187048).
Phone: 504.865.5104

Since 1938, the NROTC program at Tulane University has offered students the opportunity to earn a commission as an officer in the United States Navy or 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 activities 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 a commission guarantee. The NROTC scholarship selection board begins accepting applications from April 1st through December 31st for the following academic year. Students desiring a commission in the United States Navy are encouraged to pursue a STEM-related degree, but all majors are accepted.

NROTC Requirements

Members of the NROTC program are expected to maintain a minimum GPA of 2.5, be physically fit, and be of sound character. Students participating in the program are required to enroll in Naval Science classes every semester, participate in weekly 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 by the end of their junior year.

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 recruiting officer at (504) 247-1605, 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/ and https://www.netc.navy.mil/NSTC/NROTC/

Business and Leadership Studies
Programs
Undergraduate
Majors
- Human Resources, B.A. (https://catalog.tulane.edu/professional-advancement/business-leadership-studies/human-resources-ba/)
- Organizational Behavior and Management Studies, B.S. (https://catalog.tulane.edu/professional-advancement/business-leadership-studies/organizational-behavior-and-management-studies-bs/)

Minors
- Applied Business Studies Minor (p. 59)
- Human Resource Development Minor (p. 59)
- Small Business Development Minor (p. 60)

Certificates
- Accounting Fundamentals Certificate (p. 58)
- Applied Business Certificate (p. 58)
- Human Resource Fundamentals Certificate (p. 59)
- Small Business Development Certificate (p. 59)

Accounting Fundamentals Certificate

For students whose positions include bookkeeping and basic accounting responsibilities, the 18-credit Accounting Fundamentals Certificate provides a solid foundation, grounded in the Generally Accepted Accounting Principles (GAAP) that govern the accounting profession. Coursework progresses to the software tools that facilitate accounting processes and the laws of taxation that impact each transaction, overlain at each level with the legal and ethical constructs that govern all business relationships.

Requirements

Course ID	Title	Credits
BSLS 1110	Accounting I	3
BSLS 1120	Accounting II	3
BSLS 2210	Accounting Information Systems	3
BSLS 3210	Business Taxation	3
BSLS 3380	Business Ethics	3
BSLS 3400	Legal Aspects of Business	3
Total Credit Hours		**18**

Applied Business Certificate

The 18-credit Professional Certificate in Applied Business Studies provides students with the analytical skills and practical knowledge necessary to operate businesses successfully and in compliance with the legal and ethical constructs that govern all commercial relationships.

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Requirements

Course ID	Title	Credits
BSLS 1000	Economics for Non-Majors	3
BSLS 1110	Accounting I	3
BSLS 2310	Principles of Management	3
BSLS 3330	Intro To Human Resources	3
BSLS 3380	Business Ethics	3
or BSLS 3400	Legal Aspects of Business	
Select One:		**3**
BSLS 3260	Essential Business Skills	
BSLS 3340	Managing Org Behavior	
BSLS 3450	Commercial Law	
BSLS 3600	Entrepreneurship	
BSLS 2220	Intro to Finance	
BSLS 3200	Introduction to Marketing Principles	
Total Credit Hours		**18**

Applied Business Studies Minor

The 18-credit Minor in Applied Business Studies allows undergraduate students to complement their current majors with knowledge that will enhance their chosen careers. The minor provides an overview of the business, legal, and ethical constructs that govern commercial relationships.

Requirements

Course ID	Title	Credits
BSLS 1110	Accounting I	3
BSLS 2310	Principles of Management	3
BSLS 3310	Writing in the Workplace	3
BSLS 3330	Intro To Human Resources	3
BSLS 3380	Business Ethics	3
Select one of the following:		**3**
BSLS 1000	Economics for Non-Majors	
BSLS 2220	Intro to Finance	
BSLS 3340	Managing Org Behavior	
BSLS 3400	Legal Aspects of Business	
BSLS 3600	Entrepreneurship	
BSLS 3700	Global Business	
Total Credit Hours		**18**

Human Resource Development Minor

The 18-credit Minor in Human Resource Development allows undergraduate students to complement their current majors with knowledge that will enhance their chosen careers. The minor prepares students to forecast, plan, recruit, compensate, appraise, and otherwise manage human resources within business organizations in compliance with applicable laws and ethical constructs.

Requirements

Course ID	Title	Credits
BSLS 3320	Compensation & Benefits	3
BSLS 3330	Intro To Human Resources	3
BSLS 3340	Managing Org Behavior	3
BSLS 3360	Plan, Recruit & Selection HR	3
BSLS 3370	Perf Appraisal & Productivity	3
BSLS 3380	Business Ethics	3
Total Credit Hours		**18**

Human Resource Fundamentals Certificate

For students who wish to retool or advance in an existing HR career, the 18-credit Professional Certificate in Human Resource Fundamentals provides the knowledge and tools that will enable you to forecast, plan, recruit, compensate, appraise, and otherwise manage human resources in compliance with applicable laws and ethical constructs.

Requirements

Course ID	Title	Credits
BSLS 3330	Intro To Human Resources	3
BSLS 3320	Compensation & Benefits	3
BSLS 3360	Plan, Recruit & Selection HR	3
BSLS 3370	Perf Appraisal & Productivity	3
BSLS 3390	Employment & Labor Law	3
BSLS 3380	Business Ethics	3
Total Credit Hours		**18**

Small Business Development Certificate

The 18-credit Professional Certificate Small Business Development provides students with the analytical skills and practical knowledge to develop business plans, create marketing strategies, identify capital resources, manage entrepreneurial ventures, and overcome the specific challenges that small businesses encounter.

Requirements

Course ID	Title	Credits
BSLS 1110	Accounting I	3
BSLS 3330	Intro To Human Resources	3
BSLS 3340	Managing Org Behavior	3
BSLS 3380	Business Ethics	3
BSLS 3600	Entrepreneurship	3
or BSLS 3650	Developing a Small Business	
BSLS 3400	Legal Aspects of Business	3
or BSLS 3310	Writing in the Workplace	
or BSLS 3260	Essential Business Skills	
Total Credit Hours		**18**

Small Business Development Minor

The 18-credit Minor in Small Business Development allows undergraduate students to complement their current majors with knowledge that will enhance their chosen careers. The minor provides 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

Course ID	Title	Credits
BSLS 1110	Accounting I	3
BSLS 3330	Intro To Human Resources	3
BSLS 3340	Managing Org Behavior	3
BSLS 3380	Business Ethics	3
Select One:		3
BSLS 3600	Entrepreneurship	
BSLS 3650	Developing a Small Business	
Select One:		3
BSLS 3310	Writing in the Workplace	
BSLS 3400	Legal Aspects of Business	
BSLS 3700	Global Business	
MDES 1120	Media Writing	
Total Credit Hours		**18**

Emergency and Security Studies

Programs
Undergraduate
Major

- Homeland Security, B.A. (p. 61)

Minor

- Homeland Security Studies Minor (p. 61)

Graduate

- Emergency Management, Master of Professional Studies (p. 60)
- Homeland Security Studies, Master of Professional Studies (p. 61)

Certificates

- Emergency Management Certificate (Graduate) (p. 60)
- Intelligence Studies Certificate (Graduate) (p. 62)
- Open Source Intelligence Certificate (Graduate) (p. 62)
- Security Management Certificate (Graduate) (p. 62)
- Sport Security Certificate (Graduate) (p. 63)

Advanced Certificates

- Advanced Emergency Management Certificate (Graduate) (p. 60)

Advanced Emergency Management Certificate (Graduate)

The four course, 12 credit 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.

All courses in the certificate may be applied toward the Master of Professional Studies in Emergency Management.

Requirements

Course ID	Title	Credits
ESSC 6008	Risk Management and Threat Assessment	3
ESSC 6009	Emergency Planning	3
ESSC 6010	Disaster Communications	3
ESSC 6011	Emergency Management Administration	3
Total Credit Hours		**12**

Emergency Management Certificate (Graduate)

The Emergency Management certificate is designed for students to augment their current undergraduate degree, enabling them to advance in, or change to, a career in the field of 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. All credits in this certificate may ~~may~~ be applied toward the Master of Professional Studies Graduate Degree in Emergency Management.

Requirements

Course ID	Title	Credits
ESSC 6001	Introduction to Emergency Management	3
ESSC 6007	Health and Medical Issues in Emergency Management	3
ESSC 6008	Risk Management and Threat Assessment	3
ESSC 6013	Business Continuity	3
Total Credit Hours		**12**

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 five core courses, five electives, and one capstone course. No thesis is required.

Requirements

The MPS in Emergency Management is designed to be tailored to the student's interests and needs. The degree is designed with five core courses, a capstone, and five electives. With the five electives, students may opt to pursue a concentration or graduate certificate.

Course ID	Title	Credits
Five Required Courses:		
ESSC 6001	Introduction to Emergency Management	3
ESSC 6007	Health and Medical Issues in Emergency Management	3
ESSC 6009	Emergency Planning	3
ESSC 6010	Disaster Communications	3
ESSC 6011	Emergency Management Administration	3
One Required Capstone:		
ESSC 7900	Capstone	3
Five Elective Courses		
ESSC Courses outside of the required five		15
Total Credit Hours		**33**

Homeland Security, B.A.

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 protection. This unique program offers a practical and hands-on curriculum taught by leaders in the industry.

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

Requirements

Course ID	Title	Credits
Required Courses		
HMLS 2750	Homeland Security Challenge	3
HMLS 3150	Health and Medical Issues	3
HMLS 3200	Domestic & Intl Terrorism	3
HMLS 3250	Emergency Management	3
HMLS 3500	Intellignce Rsrch &Anlys	3
HMLS 3600	Critical Infrastructure	3
HMLS 3700	Transport & Border Secur	3
CPST 3930	Cyber Threats & Cybersecurity	3
Select one course:		**3**
HMLS 3550	Human Intel & Counter Intel	
HMLS 4500	Intelligence Analysis	
HMLS 4600	Counter-Terrorism	
HMLS 4700	Maritime & Border Security	
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**

*Any available, not previously taken undergraduate HMLS course can serve as an elective

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	Title	Credits
HMLS 2750	Homeland Security Challenge	3
HMLS 3150	Health and Medical Issues	3
HMLS 3200	Domestic & Intl Terrorism	3
HMLS 3250	Emergency Management	3
Select two elective HMLS prefix courses		6
Total Credit Hours		**18**

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 degree following the successful completion of 11 graduate courses comprised of six core courses, four electives, and one capstone course. No thesis is required.

Tulane University

Requirements

The MPS in Homeland Security is designed to be tailored to the student's interests and needs. The degree is designed with six core courses, a capstone, and four electives. A student may use the four electives to pursue a concentration or graduate certification.

Course ID	Title	Credits
Core Requirements		
ESSC 6001	Introduction to Emergency Management	3
ESSC 6002	Critical Infrastructure Protection	3
ESSC 6003	Geospatial Information Systems	3
ESSC 6004	Military/Civilian Interface During Response	3
or ESSC 6005	Border Security	
ESSC 6006	Intel Analysis and Critical Thinking	3
ESSC 6018	Approaches to Counter Terrorism	3
ESSC 7900	Capstone	3
Electives		
Any ESSC Courses		12
Total Credit Hours		**33**

Cybersecurity Concentration

A Cybersecurity Concentration is available in the Homeland Security MPS degree. The following courses make up the concentration.

Course ID	Title	Credits
CPST 6320	Business Intelligence	3
CPST 7800	Cyber Law and Policy	3
ESSC 7001	Cyber Threats and Homeland Security	3
Total Credit Hours		**9**

Intelligence Studies Certificate (Graduate)

Overview

Intelligence Studies is an academic field devoted to developing analytical, communication, written, computer, critical thinking, and interpersonal skills. Students will gain both theoretical and practical knowledge from intelligence community experts to become highly skilled and sought after in the intelligence fields, both with government agencies and private industry.

This certificate focuses on the missions, methods, and organizational arrangements of intelligence in general, and US intelligence in particular. It focuses on the three significant elements of intelligence – collection, analysis, and counterintelligence – and their applications in the real world. Additionally, courses will explore the relationship between intelligence and national security, the use of intelligence in policymaking and implementation, and privacy rights.

All courses may be applied toward the Master of Professional Studies in Homeland Security or the Master of Professional Studies in Security Management.

Requirements
Curriculum

Course ID	Title	Credits
ESSC 6006	Intel Analysis and Critical Thinking	3
ESSC 7002	Intelligence Research, Methods & Analysis	3
ESSC 7003	Human Intelligence & Counter Intelligence	3
ESSC 7013	Information Operations and Open Source Intelligence	3

Open Source Intelligence Certificate (Graduate)

Overview

Open Source Intelligence is a rapidly changing and growing field focused on collection of information and structured analytical techniques to evaluate diverse types of publicly available information, from historical and geographical data to imagery and social media sources. In this 12-credit certificate, students will learn and evaluate collection strategies and techniques as well as analyze gathered data. The skills developed throughout this four course certificate can be applied in both the private and public sector, as well on an individual level.

All courses in the certificate program may be applied toward the Master of Professional Studies in Homeland Security or the Master of Professional Studies in Security Management.

Requirements

Course ID	Title	Credits
ESSC 7013	Information Operations and Open Source Intelligence	3
ESSC 7014	Ethics in OSINT	3
ESSC 7015	Open Source Collection and Techniques	3
ESSC 7016	Open Source Information Analysis	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 four course, 12 credit 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.

All courses in the certificate program may be applied toward the Master of Professional Studies in Security Management.

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Requirements

Course ID	Title	Credits
ESSC 6001	Introduction to Emergency Management	3
ESSC 6008	Risk Management and Threat Assessment	3
ESSC 6012	Physical Protection Systems	3
ESSC 6013	Business Continuity	3
Total Credit Hours		**12**

Sport Security Certificate (Graduate)

The four-course Sport Security certificate program is designed for individuals either employed or seeking employment in sport security (teams, stadiums, tournaments) or events (parades, festivals). This graduate level certificate is comprised of four three-credit hour courses that cover the following: the basics of emergency management (preparing, responding, recovering from either a human-created or natural disaster); physical security (cameras, fences, locks, and so forth, in and around a stadium or event facility); the major threats faced by sporting and other types of events (domestic and international terrorism); and sport and event security management procedures.

All courses from the certificate may be applied toward the Master of Science in Sport Studies, the Master of Professional Studies in Security Management, and the Master of Professional Studies in Security Management.

Requirements

Course ID	Title	Credits
ESSC 6001	Introduction to Emergency Management	3
ESSC 6012	Physical Protection Systems	3
ESSC 6017	Sport/Event Security and Response	3
ESSC 6018	Approaches to Counter Terrorism	3
Total Credit Hours		**12**

General Legal Studies Program

Programs
Undergradute

Major
- General Legal Studies, B.A. (p. 63)

Minor
- General Legal Studies Minor (p. 65)

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- Paralegal Studies Post-Baccalaureate Certificate (p. 65)

General Legal Studies, B.A.

The School of Professional Advancement's General Legal Studies Program was first approved by the American Bar Association's (ABA) Standing Committee on Paralegals in 1981 and earned its most recent reapproval in 2023. Throughout this time, the program has maintained compliance with the rigorous ABA guidelines that govern all aspects of our operations, providing our graduates with the superior education that ABA requires and legal employers demand.

The General Legal Studies Bachelor of Arts (BA) degree and accompanying Paralegal Certificate, awarded simultaneously, require 120 credits for completion, including 36 credits in the GLSP major. Carefully sequenced coursework begins with core skills classes that emphasize legal research, writing, and analysis, along with law office technology, legal ethics, and other practical aspects of the legal profession. In ensuing semesters, upper-level electives allow students to explore major areas of substantive law.

In or near the final semester, students not already employed as paralegals take the practicum course, which includes a 100-hour internship in a legal services office and an instructional component focusing upon legal ethics, professionalism, and career success skills. Students already employed as paralegals may apply to waive GLSP 5900 Gen Legal Studies Practicum (3 c.h.) – and replace the course with an additional GLSP 4000-level elective.

GLSP courses are offered in person or online, in either synchronous **remote** (meeting one evening per week on Zoom) or fully **online** (with at least two Zoom sessions that are recorded for those who cannot attend) formats. **Subject to the ABA requirement that each student must complete at least 3 classes (9 credits) in person or in synchronous remote format, you may take your GLSP classes from wherever you may be**, **in the format that suits your needs and preferences**.

Many of our graduates pursue careers as paralegals or in other positions in law firms, courts, corporations, government agencies, non-profit legal service providers, and other legal services offices, while others enter law school and become attorneys.

General Legal Studies Program Mission Statement: *The General Legal Studies Program provides our students with the skills, wisdom, and integrity to create, communicate and conserve knowledge and to pursue careers as efficient, ethical legal professionals who are prepared to assist attorneys in courts, governmental agencies, law firms, and other legal services offices, or to apply to law school after graduation, if they choose.*

General Legal Studies Program Learning Outcomes

On completion of the General Legal Studies Program curriculum, graduates will have the knowledge and skills to:

1. Describe and analyze the differences among the jurisdictions and functions of the state and federal civil, criminal, and administrative court systems.
2. Interpret and apply legal terminology.
3. Describe the primary differences between the Louisiana Civil Law legal system and the common law legal system.
4. Perform legal research using both traditional and electronic methods and summarize findings in legal memoranda and briefs.
5. Perform factual investigations using both traditional and electronic methods.
6. Cite authorities consistent with the adopted legal citation manual (*The Bluebook: A Uniform System of Citation*).
7. Draft memoranda of law and legal correspondence.

8. Locate, identify, and apply state and federal court filing and e-filing requirements.

9. Draft the documents required to initiate, file, and respond to a civil action.

10. Draft discovery requests and responses and pre-trial motions.

11. Use industry-standard law office technology to organize and manage documents, files, billing data, and dockets for trial and for other law practice management purposes.

12. Identify and apply the rules and principles of legal ethics governing the paralegal profession.

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.

Credit Transfers toward the BA in General Legal Studies

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

Consistent with Tulane SoPA's undergraduate credit transfer policy, which is found here: https://sopa.tulane.edu/admissions/student-transfers/undergraduate (https://sopa.tulane.edu/admissions/student-transfers/undergraduate/), students pursing the General Legal Studies BA and Paralegal Certificate may be permitted to transfer in up to 18 credits (50%) of the 36 legal studies/paralegal course credits required for the GLSP major, provided each course (1) meets all SoPA undergraduate course transfer requirements; (2) was completed at a paralegal or legal studies program that was approved by ABA's Standing Committee on Paralegals at the time the class was completed; and (3) has been reviewed and approved by the General Legal Studies Program Director.

Requirements - https://catalog.tulane.edu/professional-advancement/general-legal-studies/general-legal-studies-ba/#requirementstext

Requirements

To ensure compliance with ABA requirements, all students must complete at least 9 credits of GLSP coursework (three GLSP classes) via in-person or synchronous remote format. The General Legal Studies BA degree requires completion of 120 credits, including these courses in the GLSP major:

Course ID	Title	Credits
Major Core Courses (Offered every semester, in online or remote format)		**24**
GLSP 2010	Intro to the Legal System	
GLSP 3020	Legal Research	
GLSP 3030	Legal Writing I [1]	
GLSP 3050	Litigation I	
GLSP 3060	Litigation II [1]	
GLSP 3070	Legal Technology I	
GLSP 4190	Legal Ethics (Online)	
Select one:		
GLSP 4100	Legal Technology II	
or GLSP 4200	Legal Research & Writing II	
Major Electives		
Select three (3) GLSP 4000-level electives (offerings vary by semester)		9
GLSP 4030	Louisiana Succession Practice (remote, fall semester)	
GLSP 4040	Real Property Practice (remote, summer semester)	
GLSP 4050	Family Law (online, spring semester)	
GLSP 4060	Advanced Discovery and Evidence (Online)	
GLSP 4070	Immigration Law Practice (online, all semesters)	
GLSP 4080	Criminal Law (remote, spring semester)	
GLSP 4150	Commercial Law (in person (cross-listed with BSLS 3450 - Commercial Law (online))	
GLSP 4160	Interviewing & Investigation (in person, spring semester)	
GLSP 4180	Bankruptcy Practice (online, fall semester)	
GLSP 4240	Intellectual Prop & Entertain (remote, fall semester)	
GLSP 4250	Civil Rights Law (remote, spring semester)	
GLSP 4280	Personal Injury - Malpractice (online, spring semester)	
GLSP 4300	Louisiana Notary Law (remote, spring and/or summer, per LA state exam schedule)	
GLSP 4310	Employment Law (remote, spring semester (cross-listed with BSLS 3390 - Employment & Labor Law (online))	
GLSP 4330	White Collar Crime (remote, fall semester)	
GLSP 4350	Law and Government in American Society (online, all semesters)	
GLSP 4380	Evidence Law (remote, summer semester)	
Internship		
GLSP 5900	Gen Legal Studies Practicum (remote, all semesters; 100-hour internship and classroom component)	3
Total Credit Hours in Major:		**36**

[1] Preceding course is a prerequisite

Optional 4+1 Program

Undergraduate students in the General Legal Studies (GLS) Program who have earned at least 75 credits, including all 36 credits in the GLS major, and a cumulative GPA of at least 3.0, may apply for admission to SoPA's John Lewis Master of Public Administration (MPA) 4+1 Program. If accepted, students attending full-time may earn the MPA in a single year after completing the GLS BA degree. Up to six graduate-level public administration credits (at the 6000 level or higher) may count toward both the non-major requirements of the GLS B.A. degree and the MPA degree, and up to six additional graduate credit hours taken as overload during undergraduate study (exceeding the required

Tulane University

120 credit hours of the bachelor's) may be applied toward the MPA degree.

General Legal Studies Minor

The General Legal Studies Minor may be completed entirely online and 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

Course ID	Title	Credits
GLSP 3020	Legal Research	3
GLSP 3030	Legal Writing I *	3
GLSP 3050	Litigation I	3
GLSP 4350	Law and Government in American Society	3
GLSP 4190	Legal Ethics	3
Select one General Legal Studies Course 4000+ level		3
Total Credit Hours		**18**

* Preceding course is a prerequisite.

Paralegal Studies Post-Baccalaureate Certificate

The School of Professional Advancement's General Legal Studies Program was first approved by the American Bar Association's (ABA) Standing Committee on Paralegals in 1981 and earned its most recent reapproval in 2023. Throughout this time, the program has maintained compliance with the rigorous ABA guidelines that govern all aspects of our operations, providing our graduates with the superior education that ABA requires and legal employers demand.

The Paralegal Studies Post-Baccalaureate Certificate (PBC) is available for students who have completed a bachelor's degree from a regionally accredited institution, earning an overall GPA of at least 2.0.

The 9-course, 27-credit curriculum for the Paralegal Studies PBC focuses upon legal office skills, ethics, and substantive law courses.   Most students finish the PBC and embark upon their new careers within one year. Carefully sequenced coursework includes eight core skills classes that emphasize legal research, writing, ethics, and analysis, along with law office technology and other practical aspects of the legal profession. Upper-level electives allow students to explore important areas of substantive law.

In or near the final semester, students not already employed in law offices take the practicum course, which includes a 100-hour internship in a legal services office and an instructional component focusing upon legal ethics, professionalism, and career success skills.

GLSP courses are offered in person or online, in either synchronous remote (meeting one evening per week on Zoom) or fully online (with at least two Zoom sessions that are recorded for those who cannot attend) formats. **Subject to the ABA requirement that each student complete at least 3 classes (9 credits) in person or in synchronous remote format, you may take your GLSP classes from wherever you may be**, **in the format that suits your needs and preferences**.

Many of our PBC graduates pursue careers as paralegals or in other positions in law firms, courts, corporations, government agencies, non-profit legal service providers, and other legal offices, while others enter law school and become attorneys.

General Legal Studies Program mission statement: *The General Legal Studies Program provides our students with the skills, wisdom, and integrity to create, communicate and conserve knowledge and to pursue careers as efficient, ethical legal professionals who are prepared to assist attorneys in courts, governmental agencies, law firms, and other legal services offices, or to apply to law school after graduation, if they choose.*

General Legal Studies Program Learning Outcomes

On completion of the General Legal Studies Program curriculum, graduates will have the knowledge and skills to:

1. Describe and analyze the differences among the jurisdictions and functions of the state and federal civil, criminal, and administrative court systems.
2. Interpret and apply legal terminology.
3. Describe the primary differences between the Louisiana Civil Law legal system and the common law legal system.
4. Perform legal research using both traditional and electronic methods and summarize findings in legal memoranda and briefs.
5. Perform factual investigations using both traditional and electronic methods.
6. Cite authorities consistent with the adopted legal citation manual (*The Bluebook: A Uniform System of Citation*).
7. Draft memoranda of law and legal correspondence.
8. Locate, identify, and apply state and federal court filing and e-filing requirements.
9. Draft the documents required to initiate, file, and respond to a civil action.
10. Draft discovery requests and responses and pre-trial motions.
11. Use industry-standard law office technology to organize and manage documents, files, billing data, and dockets for trial and for other law practice management purposes.
12. Identify and apply the rules and principles of legal ethics governing the paralegal profession.

Credit Transfers for the PBC in Paralegal Studies

SoPA'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.

Consistent with Tulane SoPA's credit transfer policy (https://sopa.tulane.edu/admissions/student-transfers/), students pursing the Post-Baccalaureate Certificate in Paralegal Studies may be permitted to transfer in up to 6 credits (2 classes) of the 27 required legal studies/paralegal course credits, provided each course (1) meets all SoPA course transfer requirements; (2) was completed at a paralegal or legal studies program that was approved by ABA's Standing Committee

on Paralegals at the time the class was completed; and (3) has been reviewed and approved by the General Legal Studies Program Director.

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

To ensure compliance with ABA requirements, all students must complete at least 9 credits of GLSP coursework (three GLSP classes) via in-person or synchronous transmission format. The Paralegal Studies Post-Baccalaureate Certificate requires completion of 27 credits:

Course ID	Title	Credits
Major Core Courses (Offered every semester, in online or remote format)		**24**
GLSP 2010	Intro to the Legal System	
GLSP 3020	Legal Research	
GLSP 3030	Legal Writing I [*]	
GLSP 3050	Litigation I	
GLSP 3060	Litigation II [*]	
GLSP 3070	Legal Technology I	
GLSP 4190	Legal Ethics (Online)	
Select one:		
GLSP 4100	Legal Technology II	
or GLSP 4200	Legal Research & Writing II	
Internship		
GLSP 5900	Gen Legal Studies Practicum (remote, all semesters. 100-hour internship and classroom component)	3
Total credit hours		**27**

* Preceding course is a prerequisite.

**Students already employed as paralegals may apply to waive GLSP 5900 – Gen. Legal Studies Practicum and replace the course with a GLSP 4000-level elective from the list below:

Course ID	Title	Credits
Major Electives		
GLSP 4030	Louisiana Succession Practice (remote, fall semester)	3
GLSP 4040	Real Property Practice (remote, summer semester)	3
GLSP 4050	Family Law (online, spring semester)	3
GLSP 4060	Advanced Discovery and Evidence (online)	3
GLSP 4070	Immigration Law Practice (online, all semesters)	3
GLSP 4080	Criminal Law (remote, spring semester)	3
GLSP 4100	Legal Technology II (online, spring semester)	3
GLSP 4160	Interviewing & Investigation (in person, spring semester)	3
GLSP 4180	Bankruptcy Practice (online, fall semester)	3
GLSP 4200	Legal Research & Writing II (online, fall semester)	3
GLSP 4240	Intellectual Prop & Entertain (remote, fall semester)	3
GLSP 4250	Civil Rights Law (remote, spring semester)	3
GLSP 4280	Personal Injury - Malpractice (online, spring semester)	3
GLSP 4300	Louisiana Notary Law (remote, spring and/or summer, per LA state exam schedule)	3
GLSP 4310	Employment Law (remote, spring semester (cross-listed with BSLS 3390 - Employment & Labor Law (online))	3
GLSP 4330	White Collar Crime (remote, fall semester)	3
GLSP 4350	Law and Government in American Society (online, all semesters)	3
GLSP 4380	Evidence Law (remote, summer semester)	3
Total credit hours		27

Humanities & Social Sciences

Programs
Undergraduate
Majors
- Humanities, B.A. (p. 66)
- Social Sciences, B.A. (p. 67)

Graduate
- Liberal Arts, Master of Liberal Arts (p. 67)

Humanities, B.A.

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

The School of Professional Advancement awards the Bachelor of Arts in Humanities degree following the successful completion of 120 credits, including 30 credits in the major. To fulfill the major core course requirements, students must earn 12 credits in 1000/2000 level and 18 credits in 3000+ level humanities courses. Students must complete HUMA 1010 and three foundational courses (1000 or 2000 level) in three different humanities subject areas. Students will then take five upper-level humanities courses. As their final requirement, students will complete an interdisciplinary Capstone seminar course. Students may have the option to complete their Capstone as an independent study, depending on the semester.

Requirements

Major Core Courses

Course ID	Title	Credits
HUMA 1010	Humanities Foundations	3
One 1000/2000 level course in three different humanities areas [1]		9
Five 3000+ level courses in any of the humanities areas [1]		15
Capstone Seminar [2]		3
Total Credit Hours		**30**

[1] Humanities Areas: English, history, philosophy, religious studies, art history, art studio, digital design, communication, linguistics, language studies, Africana studies, music, theater, or another humanities area chosen with an advisor

[2] Students will have the option to complete their Capstone as an independent study in cases where there is low enrollment for the Capstone seminar.

Social Sciences, B.A.

The Social Sciences major provides students with a versatile skill set and comprehensive interdisciplinary study of human behavior. Social sciences students explore the cultural, economic, political, and historical contexts of societies, with courses available in anthropology, geography, Latin American studies, sociology, political science, and related fields.

The School of Professional Advancement awards the Bachelor of Arts in Social Sciences degree following the successful completion of 120 credits, including 30 credits in the major. To fulfill the major core course requirements, students must earn 12 credits in 1000/2000 level and 18 credits in 3000+ level social science courses. Students must complete PASS 1010 and three foundational courses (1000 or 2000 level) in three different social science areas. Students will then take five upper-level social science courses. As their final requirement, students will complete an interdisciplinary Capstone seminar course.

Requirements

Major Core Courses

Course ID	Title	Credits
PASS 1010	Social Science Foundations	3
One 1000/2000 level course in three different social science areas [1]		9
Five 3000+ level courses in any of the social science areas [1]		15
Capstone Seminar [2]		3
Total Credit Hours		**30**

[1] Social Science Areas: anthropology, sociology, economics, political science, and gender and sexuality studies, or another social science area chosen with an advisor.

[2] Students will have the option to complete their Capstone as an independent study in cases where there is low enrollment for the Capstone seminar.

Liberal Arts, Master of Liberal Arts

The Master of Liberal Arts (MLA) program at The School of Professional Advancement promotes the development of skills in critical thinking, reading, writing, and oral communication. The MLA degree is awarded following the successful completion of ten graduate-level liberal arts courses. These must include at least two courses designated MLAR and the MLA Capstone course.

The MLA Capstone allows students to critically and systematically integrate the knowledge gained in the program. Students may complete the Capstone Project or the Capstone Portfolio. Students work with the MLA Program Director to determine the best option for their learning goals. Both feature a seminar that serves as the 10th course in the MLA program. Students wishing to complete a master's thesis are exempt from the Capstone requirement.

MLA students may be eligible to enroll in other graduate-level liberal arts courses at Tulane, though tuition for graduate-level courses taken at Tulane schools outside of the School of Professional Advancement may be billed at a higher rate.

Requirements

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

Information Technology

Undergraduate

Major

Minor

Graduate

Certificates

Tulane University

Information Technology, B.S.
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, and enterprise systems & cloud.

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.

Information Technology Program Educational Objectives

After completing the program, graduates should be able to:

1. Contribute to the success of organizations and communities through adopting a lifelong process of research, adaptation, and implementation of technology.
2. Serve as thought leaders and catalysts for change in the IT industry for the betterment of communities and organizations while acting ethically and with integrity.
3. Apply cybersecurity concepts to technology pursuits in order to help secure people's privacy, liberty and better their way of life.

Information Technology Program Learning Objectives

Upon successful completion of the program, students should be able to:

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Identify and analyze user needs and to take them into account in the selection, creation, integration, evaluation, and administration of computing- based systems.
7. Apply security principles and practices to maintain operations in the presence of risks and threats.

1.

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.

Note: Students may also choose to earn a BS in Information Technology without a concentration by taking the seven (7) core courses, plus any seven (7) CPST courses (level 3000 or above) AND a Capstone course.

Course ID	Title	Credits
Information Technology Core Courses (Required for all concentrations)		
CPST 1200	Fund of Info Systems & Tech	3
CPST 2200	Application Dev Fundamentals	3
CPST 2300	Database Fundamentals	3
CPST 2500	IT Infrastructure Fundamentals	3
CPST 2600	Networking Fundamentals	3
CPST 2700	Fund of Cybersecurity	3
CPST 3050	Technology & Ethics	3
Concentration Courses		**24**
Total Credit Hours		**45**

Integrated Application Development Concentration

Course ID	Title	Credits
CPST 3220	O-O Programming w/ Java	3
CPST 3230	Application Development In C++	3
CPST 2400	Webpage Design & Develpm	3
CPST 3310	Rel DB Design & Develpmt	3
CPST 3550	Systems Analysis & Design	3
CPST 3250	User Interface/Experience Dsgn	3
CPST 4270	Advanced Application Development for Industry	3
CPST 4550	Product Development Lifecycle Capstone	3

Cybersecurity Concentration

Course ID	Title	Credits
CPST 3930	Cyber Threats & Cybersecurity	3
CPST 4610	Windows Server Administration	3
CPST 4710	Network Infrastructure Capstone	3
CPST 4750	IP Routing & Switching	3
CPST 4850	Penetration Testing	3
CPST 4870	Forensics, Investigate & Resp	3
CPST 4930	Network Security	3
CPST 4950	Website Security	3

Enterprise Systems and Cloud

Course ID	Title	Credits
CPST 3260	Virtualization and Cloud	3
CPST 3270	Cloud Foundations	3
CPST 3280	Cloud Architecture	3
CPST 3290	Linux Admin & Hybrid Cloud	3
CPST 4610	Windows Server Administration	3
CPST 4750	IP Routing & Switching	3
CPST 4930	Network Security	3
CPST 4710	Network Infrastructure Capstone	3

Product & Program Support Concentration

Course ID	Title	Credits
CPST 3500	IT Project Management	3
CPST 3550	Systems Analysis & Design	3
CPST 4500	System Reqs Devel & Testing	3
CPST 3250	User Interface/Experience Dsgn	3
CPST 2910	Documentation & Tech Writing	3
Two CPST Courses 2000 or above		6
CPST 4550	Product Development Lifecycle Capstone	3

Information Technology Minor

This 18 credit minor in Information Technology provides students with programming, database, and network fundamentals.

Requirements

Course ID	Title	Credits
CPST 1200	Fund of Info Systems & Tech	3
CPST 2200	Application Dev Fundamentals	3
CPST 2300	Database Fundamentals	3
CPST 2500	IT Infrastructure Fundamentals	3
CPST 2600	Networking Fundamentals	3
CPST 2700	Fund of Cybersecurity	3
Total Credit Hours		**18**

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 a cybersecurity posture to protect assets.   All credits in this certificate are stackable and may be applied toward the Master of Science Graduate Degree in Cybersecurity Management.

Requirements

Course ID	Title	Credits
CSMT 7700	Cyber Network & Tele Security	3
CSMT 7300	Data & Database Security	3
CSMT 7870	Cyber Incident Res & Forensics	3
CSMT 7750	Wireless, Mobile & Cloud Secur	3
Total Credit Hours		**12**

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 may be applied to the Master of Science Graduate Degree in Cybersecurity Management.

Requirements

Course ID	Title	Credits
CSMT 7050	Leadership for CS Profnls	3
CSMT 7900	Sec & Cyber Threats for Mgrs	3
CPST 7150	The Business of IT	3
CPST 6501	IT Project Management	3
Total Credit Hours		**12**

Cyber Technology Certificate (Graduate)

Overview

The Cyber Technology Graduate Certificate is an 18-credit, six course program that provides students with a broad overview of information technology in areas including networking, application development, data management, cyber and information security. It is suited both for those looking to take on technical and management roles in IT, and also serves as an entry point to SoPA's MS degrees in Information Technology Management and Cybersecurity Management.

Requirements

Course ID	Title	Credits
CPST 6010	Information Technology Fundamentals	3
CPST 6050	Application Development Foundations	3
CPST 6100	Networks & Systems	3
CPST 6150	Database, Data Analysis, Data Structures	3
CPST 6200	Cybersecurity/InfoSec	3
CPST 6250	Enterprise Information Technology	3

Data Science & Cloud Certificate (Graduate)

Overview

As the Information Technology Industry continues to pivot to cloud computing, especially as it relates to data-driven decision making and data analytics, IT leaders are expected to be able to envision, implement, secure and leverage cloud-based data systems to drive organizational success. This 12-credit certificate will enable students to learn how to conduct Big Data analysis with practical, real-world examples using cloud-based labs (through our partner, Amazon Web Services) and learning resources that are designed to provide students with hands-on experience working with data at scale. It will also prepare students to sit for up to three AWS certification exams.

Requirements

Course ID	Title	Credits
CPST 7760	Cloud-based Data Analytics	3
CPST 7770	Cloud-based Machine Learning and Artificial Intelligence	3
Choose 2 of the Following:		**6**

CPST 7200	Enterprise Application Arch
CPST 7600	Enterprise Infrastructure Arch
CSMT 7300	Data & Database Security
CSMT 7700	Cyber Network & Tele Security
CSMT 7750	Wireless, Mobile & Cloud Secur

Total Credit Hours **12**

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 may be applied to the Master of Science Graduate Degree in Information Technology Management.

Requirements

Course ID	Title	Credits
CPST 7150	The Business of IT	3
CPST 7000	IT Governance and Policy	3
CPST 7800	Cyber Law and Policy	3
CPST 6501	IT Project Management	3

Total Credit Hours **12**

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 may be applied to the Master of Science Graduate Degree in Information Technology Management.

Requirements

Course ID	Title	Credits
CPST 7200	Enterprise Application Arch	3
CPST 7600	Enterprise Infrastructure Arch	3
CPST 7900	Sec & Cyber Threats - IT Mgrs	3
CPST 7250	SW Development Methods	3

Total Credit Hours **12**

Information Technology Management, Master of Science

The MS 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 MS in Information Technology Management degree following the successful completion of 10 graduate courses comprised of seven core courses and 3 electives.

Requirements

Please note: any Cybersecurity Management MS course is available as an elective to Information Technology Management students.

Course ID	Title	Credits
CPST 7150	The Business of IT	3
CPST 7200	Enterprise Application Arch	3
CPST 7600	Enterprise Infrastructure Arch	3
CPST 7900	Sec & Cyber Threats - IT Mgrs	3
CPST 7000	IT Governance and Policy	3
CPST 7800	Cyber Law and Policy	3
CPST 6501	IT Project Management	3
CPST 7100	Managing the IT Department	3
Electives (choose 2):		**6**
CPST 6320	Business Intelligence	
CPST 6500	Systems Req Dev and Test	
CPST 7250	SW Development Methods	
CPST 7850	Leading Transformational Change in IT	
ESSC 6001	Introduction to Emergency Management	
ESSC 6006	Intel Analysis and Critical Thinking	
ESSC 6013	Business Continuity	
ESSC 6018	Approaches to Counter Terrorism	
ESSC 7001	Cyber Threats and Homeland Security	
Any CSMT Course		

Total Credit Hours **30**

Homeland Security Concentration

Course ID	Title	Credits
CPST 7800	Cyber Law and Policy	3
ESSC 6006	Intel Analysis and Critical Thinking	3
ESSC 6018	Approaches to Counter Terrorism	3

Total Credit Hours **9**

Emergency Operations Concentration

Course ID	Title	Credits
CPST 7900	Sec & Cyber Threats - IT Mgrs	3
ESSC 6001	Introduction to Emergency Management	3
ESSC 6013	Business Continuity	3

Total Credit Hours **9**

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Cybersecurity Concentration

Course ID	Title	Credits
CSMT 7700	Cyber Network & Tele Security	3
CSMT 7870	Cyber Incident Res & Forensics	3
CPST 7900	Sec & Cyber Threats - IT Mgrs	3
Total Credit Hours		**9**

Kinesiology

Programs
Undergraduate
Majors
- Exercise Science, B.S. (p. 71)
- Health and Wellness, B.A. (p. 71)

Minors
- Exercise Science Minor (p. 71)
- Health and Wellness Minor (p. 72)

Graduate
- Health and Wellness Management, Master of Science (p. 72)
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Certificates
- Corporate Wellness Certificate (Graduate) (p. 73)
- Health Leadership Certificate (Graduate) (p. 73)
- Health Strategy and Financial Management Certificate (Graduate) (p. 73)
- Sport Administration Certificate (Graduate) (p. 74)
- Sport Coaching Certificate (Graduate) (p. 74)

Exercise Science, B.S.

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 42 credits in the major culminating in an internship or independent research project.

Requirements

Course ID	Title	Credits
Major Core Courses		
KINE 1500	Intro to Kinesiology	3
KINE 3110	Exercise & Sport Psychology	3
KINE 3120	Biomechanics	4
KINE 3130	Lifespan Motor Development	3
KINE 4030	Exercise Physiology	4
KINE 4070	Motor Learning	3
KINE 4110	Sports Medicine	3

Course ID	Title	Credits
KINE 4120	Strength & Conditioning	3
KINE 4150	Exercise Prescription	3
SCEN 2030	Anatomy I	3
SCEN 2035	Anatomy I - Lab	1
SCEN 2040	Physiology I	3
SCEN 2045	Physiology I - Lab	3
Select one course:		
KINE 5001	Internship	3
or KINE 4910	Independent Study	
Total Credit Hours		**42**

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 19-20 credit hours, and provides an overview of the study of exercise science through courses in biomechanics, the human body, motor learning and other related topics.

Requirements
Minor Requirements

Course ID	Title	Credits
KINE 1500	Intro to Kinesiology	3
KINE 3120	Biomechanics	4
KINE 3200	The Human Body	3
KINE 4070	Motor Learning	3
Select two courses:		**6-7**
KINE 3110	Exercise & Sport Psychology	
KINE 3130	Lifespan Motor Development	
KINE 4030	Exercise Physiology	
KINE 4110	Sports Medicine	
KINE 4120	Strength & Conditioning	
KINE 4150	Exercise Prescription	
Total Credit Hours		**19-20**

Health and Wellness, B.A.

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

Course ID	Title	Credits
Major Core Courses		**15**
KINE 1500	Intro to Kinesiology	

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KINE 1800	Wellness in Contemporary Am	
KINE 2230	Stress Management	
KINE 3110	Exercise & Sport Psychology	
KINE 3200	The Human Body	
Select five courses:		**15**
KINE 2010	Social Aspects of Health	
KINE 2220	Mind/Body Health	
KINE 2330	Nutrition and Behavior	
KINE 3220	Global Health	
KINE 3250	Gender Based Issues in Health	
KINE 3330	Epidemiology of Aging	
KINE 3500	Cultural Difference in Healing	
KINE 3600	Economics of Health & Wellness	
KINE 3650	Childhood Obesity	
KINE 4010	Catastrophic Illness & Injury	
KINE 4050	Mass Media and Health	
KINE 4200	Mental Health	
KINE 4250	Environmental Health	
KINE 4600	Wellness Coaching: Resist Chng	
KINE 4650	Grant Writing	
HMLS 3150	Health and Medical Issues	
or ESSC 6001	Introduction to Emergency Management	
KINE 5001	Internship	
Total Credit Hours		**30**

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

Course ID	Title	Credits
Select three of the following:		9
KINE 1800	Wellness in Contemporary Am	
KINE 2010	Social Aspects of Health	
KINE 2220	Mind/Body Health	
KINE 2230	Stress Management	
Select three of the following:		9
KINE 2330	Nutrition and Behavior	
KINE 3110	Exercise & Sport Psychology	
KINE 3220	Global Health	
KINE 3250	Gender Based Issues in Health	
KINE 3330	Epidemiology of Aging	
KINE 3500	Cultural Difference in Healing	
KINE 3600	Economics of Health & Wellness	
KINE 3650	Childhood Obesity	
KINE 4010	Catastrophic Illness & Injury	
KINE 4050	Mass Media and Health	
KINE 4200	Mental Health	

KINE 4250	Environmental Health	
KINE 4600	Wellness Coaching: Resist Chng	
KINE 4650	Grant Writing	
Total Credit Hours		**18**

Health and Wellness Management, Master of Science

The Master of Science (MS) 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.

The program has three required core courses. Students also take eight courses across the program's certificates; either picking and choosing from any of the areas or completing two four-course certificates. Currently offered certificate programs include Corporate Wellness, Health Leadership, and Health Strategy & Financial Management.

Requirements

Course ID	Title	Credits
Core Requirements		
KINE 6100	Cross Disciplinary Aspects Mgm	3
KINE 6650	Res Methods in Kinesiology	3
KINE 7800	Internship/Capstone	3
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 6200	Health Informatics	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 Principl in Mgmt	3
KINE 6500	Strategic Management for Wellness Professionals	3
KINE 6550	Financial Management for Wellness Professionals	3
KINE 7400	Health Systems and Policy	3
Option 3: Corporate Wellness		
KINE 7100	Exerc & Nutrition Hlth Disease	3
KINE 7200	Intervention Strategies	3
KINE 7250	Motivational Interviewing HEWE	3
KINE 7300	Employee and Hlth & Wellness	3
Total Credit Hours: 33		

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Sport Studies, Master of Science

The Master of Science (MS) in Sport Studies is offered in collaboration with Tulane's Center for Sport to prepare early career professionals, people experienced in the field, and adults working with local and recreational sports leagues for roles in a range of sport-related occupations, including athletic administration, coaching, working with professional or intercollegiate sports teams, fitness clubs, wellness organization, sports security, and sports marketing.

The program has three required core courses. Students also take eight courses across the program's certificates; either picking and choosing from any of the areas or completing two four-course certificates. Currently offered certificate programs include Sport Administration, Sport Coaching, Sport Security, and Sports Medicine.

Requirements

The MS in Sport Studies consists of ten courses (Eight are selected from two certificate programs and two core requirements).

Course ID	Title	Credits
Core Requirements		
KINE 6620	Sport in Society	3
KINE 6650	Res Methods in Kinesiology	3
KINE 7800	Internship/Capstone	3
Certificate Programs (select two programs)		**24**
Option 1: Sport Administration		
KINE 6510	Sport Marketing and Finance	3
KINE 6520	Fundraising & Capital Dev Plan	3
KINE 6530	Ethical & Legal Iss in Sport	3
KINE 6540	Sport Media and Communication	3
Option 2: Sport Coaching		
KINE 6310	Sport Psychology	3
KINE 6320	Strength & Conditioning	3
KINE 6330	Stages of Athletic Development	3
KINE 6340	Sport Nutrition	3
Option 3: Sport Security		
ESSC 6001	Introduction to Emergency Management	3
ESSC 6012	Physical Protection Systems	3
ESSC 6017	Sport/Event Security and Response	3
ESSC 6018	Approaches to Counter Terrorism	3
Option 4: Sport Medicine		
SPMD 6100	Foundations of Sports Medicine	3
SPMD 6110	Non-traumatic Injuries	3
SPMD 6120	Sports Performance Enhancement	3
SPMD 6130	Continuum of Care: Developing a Sports Medicine Program	3
Total Credit Hours		**33**

Corporate Wellness Certificate (Graduate)

Overview

The Corporate Wellness Certificate is 12 credits and prepares students to work in the wellness field, especially in corporate wellness. It can be earned as a certificate or as part of the Master of Science in Health & Wellness Management degree.

Requirements

Course ID	Title	Credits
KINE 7100	Exerc & Nutrition Hlth Disease	3
KINE 7200	Intervention Strategies	3
KINE 7250	Motivational Interviewing HEWE	3
KINE 7300	Employee and Hlth & Wellness	3
Total Credit Hours		**12**

Health Leadership Certificate (Graduate)

Overview

This 12 credit graduate certificate in Health Leadership prepares students for leadership positions in the growing healthcare industry. All courses in this certificate may be applied to the Master of Science in Health & Wellness Management degree.

Requirements

Course ID	Title	Credits
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
Total Credit Hours		**12**

Health Strategy and Financial Management Certificate (Graduate)

Overview

This 12-credit graduate certificate in Health Strategy & Financial Management certificate prepares students for employment in strategic planning and financial management in the healthcare industry. Courses completed as part of this certificate may be applied to the Master of Science in Health & Wellness Management degree.

Requirements

Course ID	Title	Credits
KINE 6450	Legal Ethical Principl in Mgmt	3
KINE 6500	Strategic Management for Wellness Professionals	3

KINE 6550	Financial Management for Wellness Professionals	3
KINE 7400	Health Systems and Policy	3
Total Credit Hours		**12**

Sport Administration Certificate (Graduate)

Overview

The Graduate Certificate in Sport Administration prepares students for employment in sport management, sport administration, sport marketing, and sport financial management. Courses cover the building blocks of sport administration, including marketing, communications, and finance. As a "stackable" certificate, all credits earned may be applied directly to the Master of Science in Sport Studies.

Requirements

Course ID	Title	Credits
KINE 6510	Sport Marketing and Finance	3
KINE 6520	Fundraising & Capital Dev Plan	3
KINE 6530	Ethical & Legal Iss in Sport	3
KINE 6540	Sport Media and Communication	3
Total Credit Hours		**12**

Sport Coaching Certificate (Graduate)

Overview

The Graduate Certificate in Sport Coaching prepares students for employment as an assistant or head coach, assistant athletic director, and positions in athletics administration. Courses cover the building blocks of sport coaching, including strength and conditioning, nutrition, and psychology. As a "stackable" certificate, all credits earned may be applied directly to the Master of Science in Sport Studies.

Requirements

Course ID	Title	Credits
KINE 6310	Sport Psychology	3
KINE 6320	Strength & Conditioning	3
KINE 6330	Stages of Athletic Development	3
KINE 6340	Sport Nutrition	3
Total Credit Hours		**12**

Media & Design

Programs

Majors

Minors

Certificates

Advertising, Minor

Overview

The 18-credit hour minor in Advertising provides students interested in the advertising industry with skills in areas including media planning and buying, brand strategy, traffic and production, economics and content creation.

Students in related fields such as Digital Media & Marketing Communications, Public Relations, Graphic Design, Interactive UX/UI, and a Business-related major are encouraged to minor in Advertising given the interrelated nature of the industries.

Requirements

Course ID	Title	Credits
MDES 2400	Principles of Advertising	3
DDSN 2103	Intro to Copywriting	3
MDES 3450	Brand & Campaign Strategy	3
MDES 3460	Media Planning & Buying	3
MDES 4400	Advertising Studio I	3
Choose 1 of the following:		**3**
MDES 2401	Business of Media and Design	
MDES 3440	Project Management for Advertising	
DDSN 3404	Copywriting Studio	
MDES 4401	Advertising Studio 2	
Total Credit Hours		**18**

Advertising, Certificate

Overview

The mission of the Media + Design program is to provide students with the research and problem-solving skills necessary to create strategic, innovative, cultural and socially significant communication solutions. Students will understand how communication can create change through design, advertising, public relations and digital media marketing. Upon graduation, students of SoPA's Media + Design program will be prepared to enter a highly competitive workforce in the industries of graphic design, interactive design, public relations, digital media marketing and advertising.

The Professional Certificate in Advertising enables students to advance their skill set and understanding of advertising strategies and tactics,

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as well as the best practices used in the advertising and strategic communications industries. This 18 credit-hour undergraduate certificate teaches strategies and specific skills used in advertising campaigns, including media planning and buying, brand strategy, traffic and production, economics and content creation.

Requirements
Blocks

The Media & Design Advertising Certificate 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 take at the same time.

Course ID	Title	Credits
Block 1		**6**
MDES 2400	Principles of Advertising	
DDSN 2103	Intro to Copywriting	
Block 2		**6**
MDES 3450	Brand & Campaign Strategy	
MDES 4400	Advertising Studio I	
Block 3		**6**
MDES 3460	Media Planning & Buying	
Choose 1 of the following:		
MDES 2401	Business of Media and Design	
MDES 4401	Advertising Studio 2	
MDES 3440	Project Management for Advertising	
MDES 2110	Media Ethics & Equity	
MDES 2120	Media Law	
Total Credit Hours		**18**

Digital Media & Marketing Communications, B.A.
Overview

The mission of the Media + Design program is to provide students with the research and problem-solving skills necessary to create strategic, innovative, cultural and socially significant communication solutions. Students will understand how communication can create change through design, advertising, public relations and digital media marketing. Upon graduation, students of SoPA's Media + Design program will be prepared to enter a highly competitive workforce in the industries of graphic design, interactive design, public relations, digital media marketing and advertising.

The Media + Design Program's Digital Media Marketing and Communications major will equip students with content-rich and highly competitive skills that are necessary in the digital marketing and communication industries. In the program, students will demonstrate mastery in the following: fundamentals of digital marketing that will address common marketing challenges including research, planning, implementation and evaluation; articulating the value that digital marketing campaigns across SEO, paid search, social media, mobile, email and display marketing; conducting audience research

to recognize key performance indicators and comprehend marketing analytics which will ultimately shape campaign success; understanding the legal, ethical and cross-cultural implications that digital marketing campaigns are grounded in; and, measuring and analyzing the impact of digital marketing campaigns through the use of various platforms and tools.

Tulane's School of Professional Advancement awards the Bachelor of Arts in Digital Media Marketing and Communications following the successful completion of 120 credits, including 36 credits in the major. Successful completion of an upper level review is required to advance in the program and is typically done prior to advancing to 3000 and 4000 level courses.

Successful completion of an upper level review is required to advance in the program and is typically done prior to advancing to 3000 and 4000 level courses.

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 take 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.

Course ID	Title	Credits
Block 1		**9**
DDSN 1100	Digital Design Foundations	
DDSN 2103	Intro to Copywriting	
DDSN or MDES Elective		
Block 2		**9**
MDES 2300	Digital Media Principles & Strategy	
MDES 2110	Media Ethics & Equity	
DDSN or MDES Elective		
Block 3		**6**
MDES 2210	Media Research	
DDSN or MDES Elective		
Advancement Review		
Block 4		**9**
MDES 3300	Creating Digital Content	
MDES 3450	Brand & Campaign Strategy	
DDSN or MDES Elective		

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Block 5		9
MDES 3310	Digital Media Analytics & Reporting	
MDES 3320	CRM and Digital Media	
DDSN or MDES Elective		
Block 6		**6**
MDES 3330	SEO & SEM Strategies	
MDES 4300	DMMC Studio	
Block 7		**6**
MDES 4210	Portfolio: Media & Design	
DDSN or MDES Elective		
Total Credit Hours		**54**

Digital Media & Marketing Communications, Minor

Overview

The digital media and marketing communications minor provides students with strategic, industry-relevant and highly competitive skills that are necessary in the digital marketing, content marketing and search marketing industries.

Requirements

Course ID	Title	Credits
DDSN 1100	Digital Design Foundations	3
DDSN 2103	Intro to Copywriting	3
MDES 2300	Digital Media Principles & Strategy	3
MDES 3300	Creating Digital Content	3
MDES 3310	Digital Media Analytics & Reporting	3
MDES 3320	CRM and Digital Media	3
Total Credit Hours		**18**

Digital Media & Marketing Communications, Certificate

Overview

The mission of the Media + Design program is to provide students with the research and problem-solving skills necessary to create strategic, innovative, cultural and socially significant communication solutions. Students will understand how communication can create change through design, advertising, public relations and digital media marketing. Upon graduation, students of SoPA's Media + Design program will be prepared to enter a highly competitive workforce in the industries of graphic design, interactive design, public relations, digital media marketing and advertising.

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 the digital marketing and communications industries. This 18 credit-hour undergraduate certificate focuses on the strategies used in digital marketing campaigns including 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.

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 take 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.

Course ID	Title	Credits
Block 1		**6**
MDES 2300	Digital Media Principles & Strategy	
MDES 3300	Creating Digital Content	
Block 2		**6**
MDES 3310	Digital Media Analytics & Reporting	
MDES 3320	CRM and Digital Media	
Block 3		**6**
MDES 3330	SEO & SEM Strategies	
Choose 1 of the following:		
MDES 2110	Media Ethics & Equity	
MDES 2120	Media Law	
MDES 2210	Media Research	
MDES 4300	DMMC Studio	
DDSN 3600	Social Media Studio	
Total Credit Hours		**18**

Digital Design, B.A.

Overview

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 or Interactive UX/UI 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 take 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, which may include taking additional leveling classes .Students who fail the review twice may be asked to take a semester of leave to work on a portfolio, or to change majors.

Graphic Design Track

Course ID	Title	Credits
Block 1		**9**
DDSN 1100	Digital Design Foundations	
DDSN 1101	Digital Imaging	
DDSN 1102	Digital Illustration	
Block 2		**9**
DDSN 1400	Typography Studio I	
DDSN 1401	History of Graphic Design	
DDSN 2101	Foundations of Interactive Design	
Lower Level Review		
Block 3		**9**
DDSN 2000	Branding & Semiotics	
DDSN 2100	Intro to UX Design	
DDSN 2103	Intro to Copywriting	
Block 4		**9**
DDSN 2400	Digital Page Layout [*]	
DDSN 2401	Design Studio I	
DDSN or MDES Elective		
Upper Level Review		
Block 5		**12**
DDSN 3400	Design Studio II	
DDSN 2602	Motion Design Studio [*]	
DDSN or MDES Elective		
DDSN or MDES Elective		
Block 6		**12**
DDSN 4405	Design Studio III	
DDSN or MDES Elective		
DDSN or MDES Elective		
DDSN or MDES Elective		
Total Credit Hours		**60**

Interactive UX/UI Track

Course ID	Title	Credits
Block 1		**9**
DDSN 1100	Digital Design Foundations	
DDSN 1101	Digital Imaging	
DDSN 1102	Digital Illustration	
Block 2		**9**
DDSN 1400	Typography Studio I	
DDSN 1401	History of Graphic Design	
DDSN 2101	Foundations of Interactive Design	
Lower Level Review		
Block 3		**9**
DDSN 2000	Branding & Semiotics	
DDSN 2100	Intro to UX Design	
DDSN or MDES Elective		
Block 4		**9**
DDSN 2600	Interactive Design Studio I [*]	
DDSN 2602	Motion Design Studio	
DDSN or MDES Elective		
Upper Level Review		
Block 5		**12**
DDSN 2601	Digital Narrative Studio I	
DDSN 3604	Motion Design Studio II [*]	
DDSN or MDES Elective		
DDSN or MDES Elective		
Block 6		**12**
DDSN 3602	Interactive Design Studio II [*]	
DDSN 4600	Multi-Media Studio	
DDSN or MDES Elective		
DDSN or MDES Elective		
Total Credit Hours		**60**

*Denotes courses that cannot be substituted.

Digital Design, Post-Baccalaureate Certificate
Overview

The Digital Design Post-Baccalaureate Certificate (PBC) is designed for individuals who have already earned a Bachelor's degree. Both PBCs align with the two tracks within the Digital Design program; Graphic Design and Interactive UX/UI 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.

Post-Baccalaureate Certificate in Digital Design – Graphic Design

Course ID	Title	Credits
Leveling Block		
DDSN 1100	Digital Design Foundations	
DDSN 1101	Digital Imaging	
DDSN 1102	Digital Illustration	
Block 1		
DDSN 1400	Typography Studio I *	
DDSN 1401	History of Graphic Design *	
Lower Level Review		
Block 2		
DDSN 2000	Branding & Semiotics *	
DDSN 2100	Intro to UX Design *	
DDSN 2103	Intro to Copywriting	
Block 3		
DDSN 2400	Digital Page Layout	
DDSN 2401	Design Studio I *	
Upper Level Review		
Block 4		
DDSN 2602	Motion Design Studio	
DDSN 3400	Design Studio II *	
Block 5		
DDSN 4405	Design Studio III *	

Post-Baccalaureate Certificate in Digital Design – Interactive UX/UI Design

Course ID	Title	Credits
Leveling Block		
DDSN 1100	Digital Design Foundations	
DDSN 1101	Digital Imaging	
DDSN 1102	Digital Illustration	
Block 1		
DDSN 1400	Typography Studio I *	
DDSN 2000	Branding & Semiotics *	
Block 2		
DDSN 2100	Intro to UX Design *	
DDSN 2101	Foundations of Interactive Design *	
Lower Level Review		
Block 3		
DDSN 2600	Interactive Design Studio I *	
DDSN 2601	Digital Narrative Studio I	
Block 4		
DDSN 2602	Motion Design Studio *	
DDSN 3602	Interactive Design Studio II *	
Upper Level Review		
Block 5		
DDSN 3604	Motion Design Studio II	
DDSN 4600	Multi-Media Studio *	

*Denotes courses that cannot be substituted.

Graphic Design, Minor

The Graphic Design minor provides students with the skills necessary to enter the exciting and creative field of graphic design. This 18-hour minor consists of foundational courses in digital design and an introduction to graphic design topics such as typography and branding.

Requirements

Course ID	Title	Credits
DDSN 1100	Digital Design Foundations	3
DDSN 1101	Digital Imaging	3
DDSN 1102	Digital Illustration	3
DDSN 1400	Typography Studio I	3
DDSN 2000	Branding & Semiotics	3
DDSN 2400	Digital Page Layout	3
Total Credit Hours		**18**

Interactive UX/UI Design, Minor
Overview

The Interactive Design minor provides with the skills necessary to enter the ever-evolving field of interactive design. The minor consists of 18 credit hours, which offer students a foundation in digital design and introduction to interactive design.

Requirements

Course ID	Title	Credits
DDSN 1100	Digital Design Foundations	3
DDSN 1101	Digital Imaging	3
DDSN 1102	Digital Illustration	3
DDSN 1400	Typography Studio I	3
DDSN 2100	Intro to UX Design	3

DDSN 2101	Foundations of Interactive Design	3
Total Credit Hours		**18**

Public Relations, B.A.

Overview

The Media + Design Program's Public Relations major will equip students with content-rich and highly competitive skills that are necessary in the public relations and strategic communication industries. In the program, students will demonstrate mastery in the following: the fundamentals of the public relations process including research, planning, implementation and evaluation - the steps necessary for campaign development; writing for strategic communications adhering to the standards set forth by the industry; conducting primary and secondary research to aid in campaign development; understanding the legal, ethical and cross-cultural issues that pertain to public relations campaigns; and, measuring and analyzing the impact of strategic communication campaigns that include stakeholder-specific strategies and tactics (e.g. social media, earned media) through the use of various platforms and tools.

Tulane's 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.

Successful completion of an upper level review is required to advance in the program and is typically done prior to advancing to 3000 and 4000 level courses.

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 take 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 Block 3. The review includes 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 materials 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.

Major Requirements

Course ID	Title	Credits
Block 1		**9**
MDES 1100	Introduction to Mass Media	
MDES 1120	Media Writing	
elective		
Block 2		**12**
MDES 2200	Principles of Public Relations	
MDES 2110	Media Ethics & Equity	
MDES 2210	Media Research	
elective		
Block 3		**12**
MDES 2120	Media Law	
MDES 3210	Digital Public Relations	
MDES 3240	PR Case Studies	
elective		
Advancement Review		
Block 4		**9**
MDES 3220	PR Writing	
elective		
elective		
Block 5		**6**
MDES 3230	Media Relations	
elective		
Block 6		**6**
MDES 4210	Portfolio: Media & Design	
MDES 4150	Capstone: Media & Design	
Total Credit Hours		**54**

Public Relations, Minor

Overview

The 18-credit hour minor in Public Relations provides students interested in the public relations industry—including media relations, event planning, non profit or corporate PR, research and planning—the opportunity to gain workforce specific skills.

Students in related fields such as Advertising, Digital Media & Marketing Communications, Graphic Design, Interactive UX/UI, and a Business-related major are encouraged to minor in Public Relations given the interrelated nature of the industries.

Requirements

Requirements for a Minor in Public Relations

Course ID	Title	Credits
MDES 2200	Principles of Public Relations	3
Choose 1 of the following:		**3**
MDES 2120	Media Law	
MDES 2110	Media Ethics & Equity	
MDES 2210	Media Research	3
MDES 3210	Digital Public Relations	3
MDES 3220	PR Writing	3
Choose 1 of the following:		**3**
MDES 3250	Non-Profit Communication	
MDES 3260	Health Communication	
MDES 3230	Media Relations	
MDES 3270	PR Event Planning	
Total Credit Hours		**18**

Public Relations, Certificate

Overview

The Professional Certificate in Public Relations enables students to advance their skill set and understanding of public relations strategies and tactics, as well as the best practices used in the public relations and strategic communications industries. This 18-credit undergraduate certificate focuses on the strategies used in public relations campaigns including public relations writing, media relations, audience research and engagement, crisis communication, social media and digital PR.

Requirements
Blocks

The Media & Design Public Relations Certificate 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 take at the same time.

Course ID	Title	Credits
Block 1		**6**
MDES 2200	Principles of Public Relations	
MDES 2210	Media Research	
Block 2		**6**
MDES 3210	Digital Public Relations	
MDES 3220	PR Writing	
Block 3		**6**
MDES 3240	PR Case Studies	
Choose 1 of the following:		
MDES 2110	Media Ethics & Equity	
MDES 2120	Media Law	
MDES 3250	Non-Profit Communication	
MDES 3260	Health Communication	
MDES 3230	Media Relations	
MDES 3270	PR Event Planning	
MDES 4200	Strategic Corporate Communication	
Total Credit Hours		**18**

Public Administration
Graduate

- Joint Degree in Public Administration / Sustainable Real Estate Development, MPA/MSRED (p. 81)
- Master of Public Administration with Concentration in Public Health, MPA (https://catalog.tulane.edu/professional-advancement/public-administration/public-administration-concentration-public-health-mpa/)
- Master of Public Administration, MPA (p. 80)

Certificates

- Economic Development Certificate (Graduate) (p. 82)
- Environmental Management & Resilience Certificate (Graduate) (p. 82)
- K-12 Education Leadership Certificate (Graduate) (p. 82)
- Nonprofit and Strategic Philanthropy Management Certificate (Graduate) (p. 82)

Master of Public Administration, MPA

Overview

The Tulane SoPA MPA program prepares forward-thinking, responsive, thoughtful, and ethical public service professionals to effectively lead within a diverse and ever-changing civic sector. The program offers applied, dynamic, interdisciplinary coursework that continuously integrates up-to-date practice strategies to meet the demands of the diverse sectors which work for the public interest, including government, nonprofits, philanthropy, and corporate settings. The Tulane SoPA MPA program actively supports service learning, civic sector workforce development and the career advancement of professionals working in fields connected to public service.

The MPA includes a 3-day residency where students will be exposed to experiential learning, collaboration, and networking with peers, program faculty and other individuals working in civic sector careers.

Requirements

The MPA consists of seven core courses—including a required capstone—plus five elective courses.

Core Requirements:

Course ID	Title	Credits
MPAD 6000	Public Policy Foundations	3
MPAD 6100	Technology and Civic Sector Leadership	3
MPAD 6110	Data-Informed Leadership, Management, and Decision-Making	3
MPAD 6120	Public Organizational Leadership, Cross-Sector Partnerships, and Stakeholder Engagement	3
MPAD 6130	Budgeting and Financial Management	3
MPAD 6140	Equity, Diversity, Inclusion, and Public Service	3
MPAD 7900	MPA Capstone	3

Electives:

As part of their electives, students may choose to take at least four courses from one of fours areas of concentration. Students may also pursue the concentrations as individual graduate certificates and apply them towards the master's degree.

Option One—K-12 Education Leadership

Course ID	Title	Credits
MPAD 7100	Educational Leadership and Policy for Changemakers	3

Tulane University

MPAD 7110	An Introduction to Education Finance and Budgeting: Implications for Strategy, Equity, and Change	3
MPAD 7120	Reimagining and Leading Education Systems for the Future	3
MPAD 7130	Leading Learning	3

Option Two—Nonprofit and Strategic Philanthropy Management

Course ID	Title	Credits
MPAD 7200	Nonprofits, Philanthropy, and the Civic Sector	3
MPAD 7210	Evaluation and Outcomes Management	3
MPAD 7220	Organizational Sustainability, Leadership, and Governance	3
MPAD 7230	Financial Management, Resource Development, and Capacity Building	3
MPAD 7240	Foundations of Strategic Philanthropy	3

Option Three—Economic Development

Course ID	Title	Credits
MPAD 7300	Elements of Economic Development	3
MPAD 7310	Economic Development Challenges and Civic Resilience	3
MPAD 7320	Economic Development and Urban Transformation	3
MPAD 7330	Social Equity and Economic Development	3

Option Four—Environmental Management and Resilience

Course ID	Title	Credits
MPAD 7400	Environmental Policy	3
MPAD 7410	Environmental Challenges and Civic Resilience	3
MPAD 7420	The Role of Data in Environmental Decisions	3
MPAD 7430	Social Equity and Environmental Management	3

Option Five—Emergency Management

Course ID	Title	Credits
ESSC 6001	Introduction to Emergency Management	3
ESSC 6009	Emergency Planning	3
ESSC 6016	Leadership in Emergency and Security Management	3
Choose one		**3**
ESSC 6007	Health and Medical Issues in Emergency Management	
ESSC 6008	Risk Management and Threat Assessment	
ESSC 6010	Disaster Communications	
ESSC 6011	Emergency Management Administration	
ESSC 6013	Business Continuity	

All courses in the MPA program are delivered online. The MPA degree is awarded following the successful completion of 12 graduate courses (36 credit hours), including six core courses, five electives (which may be in an area of concentration), and one capstone course. Students must also complete a residency in New Orleans.

Joint Degree in Public Administration / Sustainable Real Estate Development, MPA/MSRED

Overview

Tulane Master of Public Administration students may pursue a joint degree programs established with the School of Architecture. MPA Students interested in pursuing this possibility should confer with the MPA Program Director.

MPA / MSRED
The School of Professional Advancement (SoPA) and the School of School of Architecture (TuSA) offer a 64 credit MPA / MSRED dual degree. Joint MPA / MSRED degree candidates complete a minimum of 30 credit hours from the MPA and 34 credit hours from the MSRED.
  Through this joint program, a student would be able to pursue both the MPA and MSRED simultaneously and earn both degrees with a lower overall credit requirement than if enrolled in each program separately. Upon completion of joint degree requirements, students will be awarded two separate degrees: an MPA degree awarded by SoPA and an MSRED degree awarded by the TuSA. The dual degree option eliminates up to 12 credit hours / 5 classes required to complete each degree separately.

Requirements

Course ID	Title	Credits
Required Six MPA Foundational Courses:		
MPAD 6000	Public Policy Foundations	3
MPAD 6100	Technology and Civic Sector Leadership	3
MPAD 6110	Data-Informed Leadership, Management, and Decision-Making	3
MPAD 6120	Public Organizational Leadership, Cross-Sector Partnerships, and Stakeholder Engagement	3
MPAD 6130	Budgeting and Financial Management	3
MPAD 6140	Equity, Diversity, Inclusion, and Public Service	3
Required four MPA Environmental Management Concentration Courses:		
MPAD 7400	Environmental Policy	3
MPAD 7410	Environmental Challenges and Civic Resilience	3
MPAD 7420	The Role of Data in Environmental Decisions	3
MPAD 7430	Social Equity and Environmental Management	3
Required nine MSRED Courses:		
SRED 6100	Intro-Real Est Finance & Econ	3

SRED 6110	Introduction to Sustainable Architecture & Design	3
SRED 6130	Intro to Sustainable Urbanism	3
SRED 6140	Intro to Finance Products	3
SRED 6210	Legal Issues in Real Est Deve	3
SRED 6220	Sustainable Design & Planning	3
SRED 6230	Real Estate Finance	4
SRED 6240	Applied Urban Economics	4
SRED 6720	Case Study Sust Real Est Deve	4
Required Practice and Culminating Assessments:		
SRED 6740	Directed Research	4
Total Credit Hours		**64**

Questions about the MSRED program should be directed to the Tulane School of Architecture (https://architecture.tulane.edu/academics/real-estate/msred/).

Economic Development Certificate (Graduate)

Overview

This four course, 12-credit graduate certificate in Economic Development develops students' specialized expertise in supporting economic development strategies, as well as understanding the ways in which economic development strategies directly intersect with the health and well-being of cities and communities. Students will be prepared for diverse roles that span throughout government, nonprofits, and the private sector that serve to foster business development, retention and growth, and to cultivate healthy business environments and a skilled workforce.

All courses from certificate may be applied toward the Master of Public Administration degree.

Requirements

Course ID	Title	Credits
MPAD 7300	Elements of Economic Development	3
MPAD 7310	Economic Development Challenges and Civic Resilience	3
MPAD 7320	Economic Development and Urban Transformation	3
MPAD 7330	Social Equity and Economic Development	3

Environmental Management & Resilience Certificate (Graduate)

Overview

This graduate certificate in Environmental Management and Resilience consists of four courses that help students develop specialized expertise in environmental management, focusing on contemporary issues related to the natural environment, civic resilience and the impact of environmental remediation and degradation on communities and individuals. Students are prepared for diverse roles that span throughout government, nonprofits and the private sector that address environmental risks and impact on areas such as transportation, energy, housing, economic development and education.

All courses from this graduate-level "stackable" certificate program may be applied toward a Master of Public Administration degree.

Requirements

Course ID	Title	Credits
MPAD 7400	Environmental Policy	3
MPAD 7410	Environmental Challenges and Civic Resilience	3
MPAD 7420	The Role of Data in Environmental Decisions	3
MPAD 7430	Social Equity and Environmental Management	3

K-12 Education Leadership Certificate (Graduate)

Overview

This graduate certificate in K-12 Education Leadership helps students develop specialized expertise that will prepare them for diverse roles related to education that span throughout government, nonprofits and the private sector. Courses from this graduate-level "stackable" certificate program are a part of the Public Administration program at SoPA; students may take an additional eight courses, including seven required courses, to earn the full Master of Public Administration degree.

Requirements

Course ID	Title	Credits
MPAD 7100	Educational Leadership and Policy for Changemakers	3
MPAD 7110	An Introduction to Education Finance and Budgeting: Implications for Strategy, Equity, and Change	3
MPAD 7120	Reimagining and Leading Education Systems for the Future	3
MPAD 7130	Leading Learning	3

Nonprofit and Strategic Philanthropy Management Certificate (Graduate)

Overview

Students who receive a graduate certificate in Nonprofit and Strategic Philanthropy Management will be prepared to act in leadership and management roles in nonprofit and philanthropic organizations of all types and sizes. Courses from this graduate-level "stackable" certificate program are a part of the Public Administration program at SoPA; students may take an additional eight courses, including seven required courses, to earn the full Master of Public Administration degree.

Requirements
Requirements (Choose four)

Course ID	Title	Credits
MPAD 7200	Nonprofits, Philanthropy, and the Civic Sector	3
MPAD 7210	Evaluation and Outcomes Management	3
MPAD 7220	Organizational Sustainability, Leadership, and Governance	3
MPAD 7230	Financial Management, Resource Development, and Capacity Building	3
MPAD 7240	Foundations of Strategic Philanthropy	3

PreK-12 Education
Programs
Undergraduate

Undergraduate Minors

Post-Baccalaureate Certificates

Endorsements

Graduate Programs
- Master of Education, M.Ed. (https://catalog.tulane.edu/professional-advancement/teacher-preparation/master-of-education-med/)
- Early Childhood Education, MAT (https://catalog.tulane.edu/professional-advancement/teacher-preparation/early-childhood-education-mat/)
- Elementary Education, MAT (https://catalog.tulane.edu/professional-advancement/teacher-preparation/elementary-education-mat/)
- Secondary Education, MAT (https://catalog.tulane.edu/professional-advancement/teacher-preparation/secondary-education-mat/#overviewtext)

Graduate Certificates
- Equity-Centered Education Leadership Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/teacher-preparation/equity-centered-education-leadership-certificate/)
- Learner Experience Design Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/teacher-preparation/learning-experience-design-certificate/)
- Special Education Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/teacher-preparation/special-education-certificate/)
- Teaching English Learners Certificate (Graduate) (https://catalog.tulane.edu/professional-advancement/teacher-preparation/teaching-english-learners-certificate/)

Education Coordinate Majors

What is a coordinate major?

The *coordinate major* is an additional major designed to complement the primary one. To earn a coordinate major in Prek-12 education, students must also complete a major in another discipline. Upon successful completion of the coordinate major, the student's transcript will reflect the fact that the student has completed the coordinate major in Elementary Education (grades 1-5) or Secondary Education (grades 6-12) with a focus on the area of application. Tulane SoPA does not currently offer a standalone Bachelor of Arts in Education.

To earn a coordinate major in PreK12 education, students must be enrolled in a B.A., B.S., or B.F.A. degree at Tulane University. Students should align the field of their primary major with a complementary area of study for the coordinate major. Depending on the area of concentration, students are required to complete 33 hours for Elementary Education or 30 hours for Secondary Education. All teacher preparation coursework, including the final residency or applied research project, is completed concurrently with students' undergraduate studies.

Applied learning is an integral part of the coordinate major. By the time their final applied learning experience begins, students will have spent 135+ hours in diverse public and private school classrooms. Additionally, the coordinate major program requires students to engage in a year-long applied learning component, whether through a residency or a research project, as their culminating experience of the program. For those seeking certification approved by the Louisiana Department of Education, the final, year-long residency in a school is required.

Early Childhood Education Coordinate Major
The Elementary Education Coordinate Major may only be completed, at this time, concurrent with undergraduate degrees within the Tulane School of Professional Advancement. Students must meet the requirements for the primary major while completing the required Elementary Education requirements. Students work with an advisor in the department of their primary major and an advisor in the PreK-12 Education program to ensure all requirements in both programs are met. Students receive a B.A., B.S., or B.F.A. degree and must complete the core requirements of their respective Colleges.

Elementary Education Coordinate Major (https://catalog.tulane.edu/professional-advancement/teacher-preparation/elementary-education-coordinate-major/)
The Elementary Education (grades 1-5) Coordinate Major is a 33-credit major that offers students coursework and a path to become an elementary (grades 1-5) teacher in the State of Louisiana. Successful completion of all coursework and a two-semester residency is a requirement of any individual seeking teaching certification in the State

of Louisiana. Students who choose not to pursue teacher certification may complete an applied research project in lieu of the residency.

Secondary Education Coordinate Major (p. 85)

The Secondary Education Coordinate Major can be completed concurrent with an undergraduate degree major at Tulane. Students must meet the requirements for the primary major while completing the required Secondary Education requirements, including a subject concentration:

- English
- Mathematics
- Social Studies
- Science (Physics, Chemistry, or Biology)
- Foreign Language (Spanish, French, German, Italian, or Latin)

Early Childhood Education Coordinate Major

Overview

The Elementary Education Coordinate Major may only be completed, at this time, concurrent with undergraduate degrees within the Tulane School of Professional Advancement. Students must meet the requirements for the primary major while completing the required Elementary Education requirements. Students work with an advisor in the department of their primary major and an advisor in the PreK-12 Education program to ensure all requirements in both programs are met. Students receive a B.A., B.S., or B.F.A. degree and must complete the core requirements of their respective Colleges.

Requirements

The elementary education coordinate major may only be completed, at this time, by Tulane SoPA undergraduates. Please see the Psychology Department's catalog page for major requirements. (https://catalog.tulane.edu/science-engineering/psychology/psychology-early-childhood-education-major/)

Students who complete all requirements below earn a coordinate major in Elementary Education (grades 1-5) and, for those who participate in the clinical residency, become eligible to apply for the Elementary Education (grades 1-5) teaching license in Louisiana.

Course ID	Title	Credits
EDLA 2000	Education In A Diverse Society	3
EDUC 3410	The Craft of Teaching	3
EDUC 3422	Foundations of Elementary Literacy	3
PSYC 3210	Child Psychology	3
EDUC 3803	Elementary Education Reading Methods	3
EDUC 3805	Elementary Reading Instruction for All Learners	3
EDUC 4310	Teaching Social Studies in the Elementary Education	3
EDUC 4320	Teaching Science in the Elementary Classroom	3
EDUC 4330	Teaching Math in Elementary Classrooms	3
AND		

EDUC 53__*	(Residency I (Student/Practitioner))	3
EDUC 53__*	(Residency II (Student/Practitioner))	3
OR		
EDUC 5271	Applied Research Project I (Applied Research Capstone I)	3
EDUC 5281	Applied Research Project II (Applied Research Capstone II)	3
Total Credit Hours		**39**

* Students choose the certification pathway by taking 6 credits of Residency. Those not seeking certification take 6 credits of Applied Research Capstone.

Additional Requirements for Certification

Students in the Elementary Education coordinate major must maintain a 3.0 GPA in education courses, as well as maintain a 2.75 GPA overall. To enroll in and progress through the Residency program for certification, students must:

- Successfully complete and meet program requirements and competencies
- Successfully pass the Gateway to Residency
- Complete the Praxis II (Content Area) prior to residency
- Complete the Praxis II (Principles of Learning and Teaching_ prior to or during residency
- Successfully pass the Gateway to Teaching

Elementary Education (Grades 1-5) Coordinate Major

Overview

The Elementary Education (grades 1-5) Coordinate Major is a 33-credit major that offers students coursework and a path to become an elementary (grades 1-5) teacher in the State of Louisiana. Successful completion of all coursework and a two-semester residency is a requirement of any individual seeking teaching certification in the State of Louisiana. Students who choose not to pursue teacher certification may complete an applied research project in lieu of the residency.

Students must meet the requirements for the primary major while completing the required Elementary Education requirements. Students work with an advisor in the department of their primary major and an advisor in the PreK12- Education program to ensure all requirements in both programs are met.

Requirements

The elementary education (grades 1-5) coordinate major requires 33 credit hours. Students who successfully complete all requirements below, including the clinical residency, become eligible for the elementary education (grades 1-5) teaching license in the State of Louisiana.

Please see the primary major's department page for major requirements.

Course ID	Title	Credits
EDLA 2000	Education In A Diverse Society	3
EDUC 3410	The Craft of Teaching	3
EDUC 3422	Foundations of Elementary Literacy	3
PSYC 3210	Child Psychology	3
EDUC 3803	Elementary Education Reading Methods	3
EDUC 3805	Elementary Reading Instruction for All Learners	3
EDUC 4310	Teaching Social Studies in the Elementary Education	3
EDUC 4320	Teaching Science in the Elementary Classroom	3
EDUC 4330	Teaching Math in Elementary Classrooms	3
CHOOSE		
EDUC 5310	Residency I - EE Student Residency [*]	3
EDUC 5320	Residency II - EE Student Residency [*]	3
OR		
EDUC 5330	Residency I - EE Practitioner Residency	3
EDUC 5340	Residency II - EE Practitioner Residency	3
OR		
EDUC 5271	Applied Research Project I [*]	3
EDUC 5281	Applied Research Project II [*]	3

[*] Students choose the certification or non-certification pathway by taking 6 credits of either Residency or the Applied Research Project.

Additional Requirements for Certification

Students in the Elementary Education Coordinate Major must maintain a 3.0 GPA in education courses. To enroll in and progress through the Residency program for certification, students must:

- Successfully complete and meet program requirements and competencies
- Successfully pass the Gateway to Residency
- Complete the Praxis II (Content Area) prior to residency
- Complete the Praxis II (Principles of Learning and Teaching) prior to or during residency
- Successfully pass the Gateway to Teaching

The student teaching/ practitioner residency is an intensive teaching experiential-learning pathway taken over the course of two consecutive semesters. During this time, the student completes a carefully designed and fully supported yearlong teacher residency at a school. The student is supervised over the course of their clinical experience by a team comprised of the school-based mentor teacher, the residency school site principal or their designee, as well as a Tulane faculty supervisor. Note that successful completion of a two-semester residency is a requirement of any individual seeking licensure in the State of Louisiana.

Secondary Education (Grades 6-12) Coordinate Major

Overview

The Secondary Education Coordinate Major may only be completed, at this time, concurrent with undergraduate degrees within the Tulane School of Professional Advancement. Students must meet the requirements for the primary major while completing the required Secondary Education requirements. Students work with an advisor in the department of their primary major and an advisor in the Teacher Preparation and Certification Program to ensure all requirements in both programs are met. Students receive a B.A., B.S., or B.F.A. degree and must complete the core requirements of their respective Colleges.

Requirements

The secondary education coordinate major may only be completed, at this time, concurrent with undergraduate degrees within the Tulane School of Professional Advancement. Please see the SoPA catalog page for the requirements for each major.

Course ID	Title	Credits
Core Requirements		
EDLA 2000 & EDLA 2890	Education In A Diverse Society and Service Learning	3
EDUC 3410 & EDUC 3893	The Craft of Teaching and Service Learning	3
PSYC 3200	Educational Psychology	3
PSYC 3390	Adolescent Psychology	3
Methodology & Teaching		
EDUC 3802	Reading Methods Secondary Ed	3
EDUC 4210	Secondary Method I: General	3
Select one of the following:		3
EDUC 4220	Methods II Social Studies	
EDUC 4230	Methods II Science	
EDUC 4240	Methods II English	
EDUC 4250	Methods II Mathematics	
EDUC 4260	Methods II: Foreign Language	
Residency Requirements (Student Teaching or Practitioner) [1]		
EDUC 5250	Residency Student Teach 6-12	3
or EDUC 5260	Residency Student Teach 6-12	
EDUC 5270	Practitioner Residency 6-12	3
or EDUC 5280	Practitioner Residency 6-12	
Total Credit Hours		**27**

[1] At present, all teacher preparation coursework, including the yearlong teacher residency, may be completed concurrently with students' undergraduate studies within the School of Professional Advancement. For undergraduates in other Schools, the final, year-long student teaching or practitioner residency is completed after earning the baccalaureate degree.

Note: Students who complete all requirements above earn a Post-Baccalaureate Certificate in Secondary Education (grades 6-12) and become eligible to apply for a Secondary Education (grades

6-12) teaching license in Louisiana which has a teacher certification reciprocity agreement with 41 states.

Secondary Education (grades 6-12) Content Focus Area Requirements

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

- Maintain a 3.0 GPA in education courses
- Maintain a 2.75 GPA overall
- Complete an entrance interview process
- Successfully complete and meet program competencies during the Program Continuance Review (PCR)
- Pass all required PRAXIS (PPST) exams (or meet SAT/ ACT requirements) including
  - Praxis I (PPST). Students who achieve a score of 22 or above on the ACT or a combined verbal and math score of 1100 or higher on the new SAT or 1030 on the SAT combined math/verbal (pre March 2016) are excused from taking the PPST.
  - Praxis II (Content Area) - Complete before residency.
  - Praxis II (Principles of Learning and Teaching) - Complete before or during residency.
  -

Teaching English Learners Add-On Endorsement

Overview

The Teaching English Learners (TEL) Endorsement provides in-service and pre-service teachers with the content and skills needed to become qualified to teach English as a second language (ESL) in the state of Louisiana. The TEL Add-On Endorsement consists of four courses that develop pedagogical mindsets, skills, and practices of future ESL professionals in the areas of linguistics, intercultural communication, methods for teaching ESL, and curriculum/materials design. In-service teachers, already licensed in the state of Louisiana, who successfully complete the four courses will be eligible to apply for Louisiana's ESL Add-On Certification. Pre-service teachers who successfully complete the four courses while pursuing their initial licensure will be eligible to apply for their initial teaching license and the ESL Add-On Certification concurrently.

Requirements

The required courses include the following:

Course ID	Title	Credits
EDUC 3220	Linguistics for English Language Learning	3
EDUC 3230	Intercultural Communication & Language Pedagogy.	3
EDUC 3240	Inclusive Curriculum & Materials Design for Multicultural Classrooms	3
EDUC 3250	Methods for Teaching Multilingual Learners of English	3

Teaching Students with Mild to Moderate Disabilities

The Teaching Students with Mild to Moderate Disabilities (SPED) Endorsement prepares teachers to meet the needs of diverse learners by developing specialized understandings of this population and attaining the knowledge and skills to properly support them. For Tulane students who are enrolled in the licensure path of the education program, these courses offer the opportunity to earn an initial teaching license concurrently with the special education license. For Tulane students on a non-certification education track, it expands the available course offerings to better prepare them for a range of careers within the education sector. The course series also offers practicing teachers an opportunity to enhance their knowledge and skills and advance their careers.

Requirements
Special Education Pathway Requirements

Special education candidates are required to complete 18 hours of coursework including field components.

K-5 Mild-to-Moderate Special Education Add-on Certification Required Courses

Course ID	Title	Credits
EDUC 5500	Assessment and Evaluation of Students with Disabilities	3
EDUC 5510	Collaborative Teaming	3
EDUC 5520	Instructional Practices in Special Education	3
EDUC 5530	Reading and Literacy	3
EDUC 5540	Behavior Support and Intervention	3
EDUC 5560	Fundamentals of Instructional Technology	3
Total Credit Hours		**18**

Grades 6-12 Mild-to-Moderate Special Education Add-on Certification Required Courses

Course ID	Title	Credits
EDUC 5500	Assessment and Evaluation of Students with Disabilities	3
EDUC 5510	Collaborative Teaming	3
EDUC 5520	Instructional Practices in Special Education	3
EDUC 5530	Reading and Literacy	3
EDUC 5550	Self-Determination and Transition	3
EDUC 5560	Fundamentals of Instructional Technology	3
Total Credit Hours		**18**

Early Childhood Education (PreK-3) Post-Baccalaureate Certificate (Pathway for Post-Bac Students)

Overview

The Early Childhood Education (PreK-3) Post-Baccalaureate Certificate requires a minimum of 33 credit hours. Courses for the certificate will be paired with hands-on field experience to prepare students for future PK-3 classrooms. The level of responsibility during field experiences will increase throughout the program: from focused observations to individual and small group tutoring, and finally to whole-class instruction. Students will have spent 150+ hours in classrooms by the time their final clinical experience begins.

Requirements
Curriculum

Note: Students who complete all requirements below earn a Post-Baccalaureate Certificate in Early Childhood Education (PreK-3) and become eligible to apply for the Early Childhood Education (PreK-3) teaching license in Louisiana.

Course ID	Title	Credits
Core Requirements		
EDLA 2000 & EDLA 2890	Education In A Diverse Society and Service Learning	3
EDLA 3160	Child & Adolescent Lit	3
EDUC 3410 & EDUC 3893	The Craft of Teaching and Service Learning	3
EDUC 3420	Foundations of Emergent Literacy	3
EDUC 3801	Early Childhood Reading Methods	3
EDUC 4110	Teaching Social Studies in ECE	3
EDUC 4120	Teaching Science in the Early Childhood Classroom	3
EDUC 4130	Teaching Mathematics in ECE	3
PSYC 3210	Child Psychology	3
Residency Requirements (Student Teaching or Practioner)		**6**
EDUC 5210 & EDUC 5220	Residency Student Teach PK-3 and Residency Student Teach PK-3	
EDUC 5230 & EDUC 5240	Pract Resid Early Child PK-3 and Pract Resid Early Child PK-3	
Total Credit Hours		**33**

Students who elect to earn the Early Childhood Education (PreK-3) Certificate must:

- Maintain a 3.0 GPA in education courses
- Maintain a 2.75 overall GPA
- Pass the Praxis I (PPST) exam (or meet ACT/SAT requirements)
- Complete an entrance interview process
- Successfully complete and meet program competencies during the Program Continuance Review (PCR)

PRAXIS Requirements

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

Praxis II (Content Area) - Complete before residency.

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

Early Childhood Education (PreK-3) Post-Baccalaureate Certificate (Pathway for Current Undergraduates)

Overview

Students enrolled in a B.A., B.S., or B.F.A. degree at Tulane University may pursue teacher certification in Early Childhood Education (PreK-3) through the alternative teacher certification approved by the Louisiana State Department of Education.

Students are required to complete 33 hours of course work towards a Certificate in Early Childhood Education (PreK-3). Students may major in psychology with a coordinate major in early childhood education to earn credits that count toward the primary teaching certification to teach in grades PreK-3. For this co-major, students will work with both an advisor in the psychology department and an advisor from the Teacher Preparation and Certification Program to ensure that both major and certification requirements are met.

All teacher preparation coursework except for the yearlong teaching residency may be completed concurrently with students' undergraduate studies. Students will have spent 150+ hours in classrooms by the time their final clinical begins. The final, year-long student teaching/practitioner residency is completed after earning the baccalaureate degree.

Requirements
Curriculum

Note: Students who complete all requirements below earn a Post-Baccalaureate Certificate in Early Childhood Education (PreK-3) and become eligible to apply for a Early Childhood Education (PreK-3) teaching license in Louisiana.

Course ID	Title	Credits
Core Requirements		
EDLA 2000 & EDLA 2890	Education In A Diverse Society and Service Learning	3
EDLA 3160	Child & Adolescent Lit	3
EDUC 3410 & EDUC 3893	The Craft of Teaching and Service Learning	3
EDUC 3420	Foundations of Emergent Literacy	3
EDUC 3801	Early Childhood Reading Methods	3
EDUC 4110	Teaching Social Studies in ECE	3

EDUC 4120	Teaching Science in the Early Childhood Classroom	3
EDUC 4130	Teaching Mathematics in ECE	3
PSYC 3210	Child Psychology	3
Residency Requirements (Student Teaching or Practitioner) [1]		**6**
EDUC 5210 & EDUC 5220	Residency Student Teach PK-3 and Residency Student Teach PK-3	
EDUC 5230 & EDUC 5240	Pract Resid Early Child PK-3 and Pract Resid Early Child PK-3	
Total Credit Hours		**33**

[1] All teacher preparation coursework except for the yearlong teaching residency may be completed concurrently with students' undergraduate studies. The final, year-long student teaching/ practitioner residency is completed after earning the baccalaureate degree.

Students who elect to earn a Certificate in Early Childhood Education (PreK-3) must:

- Maintain a 3.0 GPA in education courses
- Maintain a 2.75 overall GPA
- Pass the Praxis I (PPST) exam (or meet ACT/SAT requirements)
- Complete an entrance interview process
- Successfully complete and meet program competencies during the Program Continuance Review (PCR)

PRAXIS Requirements

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

Praxis II (Content Area) - Complete before residency.

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

Secondary Education (Grades 6-12) Post-Baccalaureate Certificate (Pathway for Post-Bac Students)

Overview

The Secondary Education (grades 6-12) Post-Baccalaureate Certificate requires a minimum of 27 credit hours. Courses for the certificate will be paired with hands-on field experience to prepare you for your future classroom. The level of responsibility during field experiences will increase throughout the program: from focused observations to individual and small group tutoring, and finally to whole class instruction. Students will have spent 150+ hours in classrooms by the time their final placement in a school begins.

Secondary Education candidates must also choose a subject concentration:

- English
- Mathematics
- Social Studies
- Science (Physics, Chemistry, or Biology)
- Foreign Language (Spanish, French, German, Italian, or Latin)

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Requirements Curriculum

Note: Students who complete all requirements above earn a Post-Baccalaureate Certificate in Secondary Education (grades 6-12) and become eligible to apply for a Secondary Education (grades 6-12) teaching license in Louisiana.

Course ID	Title	Credits
Core Requirements		
EDLA 2000 & EDLA 2890	Education In A Diverse Society and Service Learning	3
EDUC 3410 & EDUC 3893	The Craft of Teaching and Service Learning	3
PSYC 3200 or EDUC 3100	Educational Psychology Theories of Learning	3
PSYC 3390	Adolescent Psychology	3
Methodology and Teaching:		
EDUC 3802	Reading Methods Secondary Ed	3
EDUC 4210	Secondary Method I: General	3
Select one of the following:		3
EDUC 4220	Methods II Social Studies	
EDUC 4230	Methods II Science	
EDUC 4240	Methods II English	
EDUC 4250	Methods II Mathematics	
EDUC 4260	Methods II: Foreign Language	
Residency Requirements (Student Teaching or Practitioner)		**6**
EDUC 5250 & EDUC 5260	Residency Student Teach 6-12 and Residency Student Teach 6-12	
EDUC 5270 & EDUC 5280	Practitioner Residency 6-12 and Practitioner Residency 6-12	
Total Credit Hours		**27**

Secondary Education (grades 6-12) Content Focus Area Requirements

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

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

- Successfully complete and meet program competencies during the Program Continuance Review (PCR)

PRAXIS Requirements

- Praxis I (PPST). Students who achieve a score of 22 or above on the ACT or a combined verbal and math score of 1100 or higher on the new SAT or 1030 on the SAT combined math/verbal (pre March 2016) are excused from taking the PPST.
- Praxis II (Content Area) - Complete before residency
- Praxis II (Principles of Learning and Teaching) - Complete before or during residency.

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Secondary Education (Grades 6-12) Post-Baccalaureate Certificate (Pathway for Current Undergraduates)

Overview

Students enrolled in a B.A., B.S., or B.F.A. degree at Tulane University may also pursue teacher certification in Secondary Education (grades 6-12) through the alternative teacher certification approved by the Louisiana State Department of Education.

Students are required to complete 27 hours of course work towards a Certificate in Secondary Education (grades 6-12) .

All teacher preparation coursework except for the yearlong teaching residency may be completed concurrently with students' undergraduate studies. Students will have spent 150+ hours in classrooms by the time their final clinical begins. The final, year-long student teaching/practitioner residency is completed after earning the baccalaureate degree.

Requirements
Curriculum

Note: Students who complete all requirements above earn a Post-Baccalaureate Certificate in Secondary Education (grades 6-12) and become eligible to apply for a Secondary Education (grades 6-12) teaching license in Louisiana.

Course ID	Title	Credits
Core Requirements		
EDLA 2000 & EDLA 2890	Education In A Diverse Society and Service Learning	3
EDUC 3410 & EDUC 3893	The Craft of Teaching and Service Learning	3
PSYC 3200	Educational Psychology	3
PSYC 3390	Adolescent Psychology	3
Methodology and Teaching:		
EDUC 3802	Reading Methods Secondary Ed	3
EDUC 4210	Secondary Method I: General	3
Select one of the following:		3
EDUC 4220	Methods II Social Studies	
EDUC 4230	Methods II Science	
EDUC 4240	Methods II English	
EDUC 4250	Methods II Mathematics	
EDUC 4260	Methods II: Foreign Language	
Residency Requirements (Student Teaching or Practitioner) [1]		**6**
EDUC 5250 & EDUC 5260	Residency Student Teach 6-12 and Residency Student Teach 6-12	
EDUC 5270 & EDUC 5280	Practitioner Residency 6-12 and Practitioner Residency 6-12	
Total Credit Hours		**27**

[1] All teacher preparation coursework except for the yearlong teaching residency may be completed concurrently with students' undergraduate studies. The final, year-long student teaching/practitioner residency is completed after earning the baccalaureate degree.

Secondary Education (grades 6-12) Content Focus Area Requirements

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

- Maintain a 3.0 GPA in education courses
- Maintain a 2.75 overall GPA
- Pass the Praxis I (PPST) exam (or meet SAT/ ACT requirements)
- Complete an entrance interview process
- Successfully complete and meet program competencies during the Program Continuance Review (PCR)

PRAXIS Requirements

- Praxis I (PPST). Students who achieve a score of 22 or above on the ACT or a combined verbal and math score of 1100 or higher on the new SAT or 1030 on the SAT combined math/verbal (pre March 2016) are excused from taking the PPST.
- Praxis II (Content Area) - Complete before residency
- Praxis II (Principles of Learning and Teaching) - Complete before or during residency.

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Teaching English Learners, Minor
Overview

The Teaching English Learners (TEL) minor is designed for current Tulane students who have an interest in teaching English learners and/or wish to take relevant courses in order to prepare them for future professional goals. With this minor, Tulane students entering the United States K-12 education system are equipped to provide better support for multilingual learners of English in their classrooms and schools. The TEL minor also prepares Tulane students for a variety of other

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professional pathways, including but not limited to graduate school, Teach for America, teaching/ training abroad, and the Peace Corps.

The courses included in the TEL minor provide Tulane students with a strong foundation in the pedagogical principles and practices that form the basis of an equitable, inclusive learner-centered approach to supporting multilingual learners of English and their families in both academic and non-academic contexts. Students develop the mindsets, knowledge, and skills to act as advocate-allies that are ready and able to support not only the educational outcomes of multilingual learners of English but also contribute to the overall thriving of these learners in their local communities and beyond.

Requirements

Course ID	Title	Credits
EDUC 3220	Linguistics for English Language Learning	3
EDUC 3230	Intercultural Communication & Language Pedagogy.	3
EDUC 3240	Inclusive Curriculum & Materials Design for Multicultural Classrooms	3
EDUC 3250	Methods for Teaching Multilingual Learners of English	3
EDLA 2000	Education In A Diverse Society	3
EDLA 2890	Service Learning	0-1
Electives - Choose 1 *		**3**
EDUC 3100	Theories of Learning	
EDUC 3410	The Craft of Teaching	
EDUC 4100	Critical Trends and Issues in Education	
EDUC 5510	Collaborative Teaming	
Total Credit Hours		**18-19**

* Program director approval maybe required for non-SoPA majors.

Teaching, Learning, and Training Minor

Overview

The Teaching, Learning, and Training minor examines the critical role of the education system in our society and the importance of education in the life of every individual. The program equips students to identify the purpose for learning in each instance, to develop their own teaching skills, and to facilitate the learning of others across a variety of environments. These learning contexts range from informal experiences to more traditional programs, including teaching in the home, community settings, PK12 schools, institutions of higher education, service organizations such as City Year, Teach for America, and Peace Corps, corporate training divisions, and teaching and training in international contexts.

Requirements

Course ID	Title	Credits
EDLA 2000 & EDLA 2890	Education In A Diverse Society and Service Learning	3

Course ID	Title	Credits
EDUC 3410 & EDUC 3893	The Craft of Teaching and Service Learning [1]	3
EDUC 3100	Theories of Learning	3
EDUC 4100	Critical Trends and Issues in Education	3
Select Two: [2]		**6**
EDLA 3160	Child & Adolescent Lit	
EDUC 3220	Linguistics for English Language Learning	
EDUC 3230	Intercultural Communication & Language Pedagogy.	
EDUC 3240	Inclusive Curriculum & Materials Design for Multicultural Classrooms	
EDUC 3250	Methods for Teaching Multilingual Learners of English	
EDUC 3802	Reading Methods Secondary Ed [3]	
EDUC 3420	Foundations of Emergent Literacy	
EDUC 6860	Teaching Mathematics in ECE [3]	
POLA 4350	Politics of Education Policy	
PSYC 3200	Educational Psychology	
PSYC 3250	Psychology of Early Childhood	
PSYC 3390	Adolescent Psychology	
SOCI 6330	Sociology of Education	
Total Credit Hours		**18**

[1] Requires 20 hours of service
[2] Other Tulane courses that align with the learning goals for this minor, as approved by Director of PreK-12 Programs
[3] Special Topics: Exploring the Reggio Emilia Approach to Early Childhood Education

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/)
- American Sign Language Studies (ASLS) (https://catalog.tulane.edu/courses/asls/)
- Anatomy - Graduate (ANAT) (https://catalog.tulane.edu/courses/anat/)
- Anthropology (ANTH) (https://catalog.tulane.edu/courses/anth/)
- Anthropology (PAAN) (p. 94)
- Arabic (ARBC) (https://catalog.tulane.edu/courses/arbc/)
- Architecture (ARCH) (https://catalog.tulane.edu/courses/arch/)
- Architecture (PAAR) (p. 96)
- Architecture - Design (DESG) (https://catalog.tulane.edu/courses/desg/)
- Art History (ARHS) (https://catalog.tulane.edu/courses/arhs/)
- Art History (PAAH) (p. 96)
- 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/)

B

- Biochemistry & Molecular Biol (GBCH) (https://catalog.tulane.edu/courses/gbch/)
- Bioethics and Medical Humanities (BEMH) (https://catalog.tulane.edu/courses/bemh/)
- Biology (PABI) (p. 96)
- Biomedical Engineering (BMEN) (https://catalog.tulane.edu/courses/bmen/)
- Biomedical Informatics (BIMI) (https://catalog.tulane.edu/courses/bimi/)
- Biomedical Sciences (BMSP) (https://catalog.tulane.edu/courses/bmsp/)
- Biostatistics (BIOS) (https://catalog.tulane.edu/courses/bios/)
- Business & Leadership Studies (BSLS) (p. 97)
- Business Doctoral Courses (BUSN) (https://catalog.tulane.edu/courses/busn/)
- Business of Real Estate (RESM) (https://catalog.tulane.edu/courses/resm/)

C

- Career Devel & Mgmt (CDMA) (https://catalog.tulane.edu/courses/cdma/)
- Career Development (CRDV) (https://catalog.tulane.edu/courses/crdv/)
- Cell & Molecular Biology (CELL) (https://catalog.tulane.edu/courses/cell/)
- Center for Engaged Learning and Teaching (CELT) (https://catalog.tulane.edu/courses/celt/)
- 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/)
- Cinema Studies (CINE) (https://catalog.tulane.edu/courses/cine/)
- 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. 101)

D

- Dance (DANC) (https://catalog.tulane.edu/courses/danc/)
- Data Hub (DATA) (https://catalog.tulane.edu/courses/data/)
- Digital Design (DDSN) (p. 102)
- 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. 108)
- Education - Liberal Arts (EDLA) (p. 131)
- Emergency and Security Studies (ESSC) (p. 133)
- Energy (ENRG) (https://catalog.tulane.edu/courses/enrg/)
- Energy Law (ERGL) (https://catalog.tulane.edu/courses/ergl/)
- 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. 132)
- 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/emba/)

F

- Finance (EFIN) (https://catalog.tulane.edu/courses/efin/)
- Finance (FINE) (https://catalog.tulane.edu/courses/fine/)
- Fine Art - Interdisciplinary (FNAR) (https://catalog.tulane.edu/courses/fnar/)
- Foreign Language (FRLN) (https://catalog.tulane.edu/courses/frln/)
- French (FREN) (https://catalog.tulane.edu/courses/fren/)

G

- Gender & Sexuality Studies (GESS) (https://catalog.tulane.edu/courses/gess/)
- General Legal Studies (GLSP) (p. 137)
- German (GERM) (https://catalog.tulane.edu/courses/germ/)
- Global Business (GMBA) (https://catalog.tulane.edu/courses/gmba/)
- 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/)
- Historic Preservation (PRES) (https://catalog.tulane.edu/courses/pres/)
- History (HIST) (https://catalog.tulane.edu/courses/hist/)
- History (PAHS) (p. 141)
- History - Africa (HISB) (https://catalog.tulane.edu/courses/hisb/)
- History - Ancient & Medieval Europe (HISA) (https://catalog.tulane.edu/courses/hisa/)
- 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. 142)
- Human Genetics (HMGN) (https://catalog.tulane.edu/courses/hmgn/)
- Humanities (PAHM) (p. 144)
- Humanities - Interdisciplinary (HUMA) (p. 144)

I

- Immunology (IMMU) (https://catalog.tulane.edu/courses/immu/)
- Individual Study (ISTU) (https://catalog.tulane.edu/courses/istu/)
- Information Systems (INFO) (p. 154)
- Information Technology (CPST) (p. 144)
- 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 Health & Sustainable Development (IHSD) (https://catalog.tulane.edu/courses/ihsd/)
- 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. 154)

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 Germany (LGER) (https://catalog.tulane.edu/courses/lger/)
- 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/)

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- 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 (MKTG) (https://catalog.tulane.edu/courses/mktg/)
- Master of Liberal Arts Courses (MLAR) (p. 158)
- 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/genm/)
- MD - Genetics (GENE) (https://catalog.tulane.edu/courses/gene/)
- MD - Gross Anatomy (GANT) (https://catalog.tulane.edu/courses/gant/)
- MD - Histology (HSTO) (https://catalog.tulane.edu/courses/hsto/)
- MD - Mechanism of Disease (PATH) (https://catalog.tulane.edu/courses/path/)
- MD - Medicine (MED) (https://catalog.tulane.edu/courses/med/)
- MD - Microbiology (MICR) (https://catalog.tulane.edu/courses/micr/)
- MD - Neurology (NEUR) (https://catalog.tulane.edu/courses/neur/)
- MD - Neuroscience (NESC) (https://catalog.tulane.edu/courses/nesc/)
- MD - Neurosurgery (NRSR) (https://catalog.tulane.edu/courses/nrsr/)
- MD - Obstetrics & Gynecology (OBGY) (https://catalog.tulane.edu/courses/obgy/)
- MD - Ophtalmology (OPTH) (https://catalog.tulane.edu/courses/opth/)
- MD - Orthopaedic Surgery (ORTH) (https://catalog.tulane.edu/courses/orth/)
- MD - Otolaryngology (OTLN) (https://catalog.tulane.edu/courses/otln/)
- MD - Pediatrics (PEDS) (https://catalog.tulane.edu/courses/peds/)
- MD - Pharmacology (PHAR) (https://catalog.tulane.edu/courses/phar/)
- MD - Physiology (PYSI) (https://catalog.tulane.edu/courses/pysi/)
- MD - Psychiatry (PYCH) (https://catalog.tulane.edu/courses/pych/)
- MD - Public Health (PHEA) (https://catalog.tulane.edu/courses/phea/)
- MD - Radiology (RADS) (https://catalog.tulane.edu/courses/rads/)
- MD - Surgery (SURG) (https://catalog.tulane.edu/courses/surg/)
- MD - Urology (UROL) (https://catalog.tulane.edu/courses/urol/)
- Media & Design (MDES) (p. 164)
- Medieval & Early Modern Studies (MEMS) (https://catalog.tulane.edu/courses/mems/)
- Microbiology - Graduate (MIIM) (https://catalog.tulane.edu/courses/miim/)
- Music (MUSC) (https://catalog.tulane.edu/courses/musc/)
- Music (PAMU) (p. 172)
- Music - Applied (APMS) (https://catalog.tulane.edu/courses/apms/)
- Musical Cultures Gulf South (MCGS) (https://catalog.tulane.edu/courses/mcgs/)

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/)
- Political Science - General (POLS) (https://catalog.tulane.edu/courses/pols/)
- Political Science - International (POLI) (https://catalog.tulane.edu/courses/poli/)
- Political Science - International Development (PSDV) (https://catalog.tulane.edu/courses/psdv/)
- Political Science - Political Theory (POLT) (https://catalog.tulane.edu/courses/polt/)

- Portuguese (PORT) (https://catalog.tulane.edu/courses/port/)
- Professional MBA (PMBA) (https://catalog.tulane.edu/courses/pmba/)
- Professional Advancement Prior Learning (PAPL) (p. 172)
- Psychology (PSYC) (https://catalog.tulane.edu/courses/psyc/)
- Public Administration (MPAD) (p. 167)
- Public Health Special Courses (SPHL) (https://catalog.tulane.edu/courses/sphl/)
- Public Health Undergraduate (SPHU) (https://catalog.tulane.edu/courses/sphu/)
- Public Service (SRVC) (https://catalog.tulane.edu/courses/srvc/)

R

- Religious Studies (PARL) (p. 172)
- 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. 173)
- 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. 173)
- Social Work (SOWK) (https://catalog.tulane.edu/courses/sowk/)
- Social, Behavioral and Population Sciences (SBPS) (https://catalog.tulane.edu/courses/sbps/)
- Sociology (PASO) (p. 173)
- Sociology (SOCI) (https://catalog.tulane.edu/courses/soci/)
- Spanish (SPAN) (https://catalog.tulane.edu/courses/span/)
- Special Projects (RELS) (https://catalog.tulane.edu/courses/rels/)
- Speech (SPEC) (p. 175)
- Sports Medicine (SPMD) (https://catalog.tulane.edu/courses/spmd/)
- Sustainable Real Estate Development (SRED) (https://catalog.tulane.edu/courses/sred/)
- Swahili (SWHL) (https://catalog.tulane.edu/courses/swhl/)

T

- Taxation (TAXN) (https://catalog.tulane.edu/courses/taxn/)
- Taylor Your Life (TYLR) (https://catalog.tulane.edu/courses/tylr/)
- Theatre (PATR) (p. 175)
- Theatre (THEA) (https://catalog.tulane.edu/courses/thea/)
- 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. 176)

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 3400 Maps, Myths, and Reality (3)
We usually think of maps as objective depictions of the elements (streets, towns, rivers, etc.) that make up the natural and cultural terrain. However, the stories told by maps, like those told by history, are inherently selective. In addition -- again like history -- the features that are depicted on maps sometimes have no basis in reality. This is especially true of maps that attempt to describe places and people that were recently discovered, or that have not been extensively explored. When their subjects are unknown or poorly understood lands and people, maps can become playgrounds for the interaction of geographic fact, speculation, and myth. This course is an exploration of maps produced by European cartographers during the Age of Exploration, from roughly 1450-1700 A.D. (and brief consideration of the 18th and early 19th centuries), with particular attention to what maps of these periods can tell us about the evolving European understanding of the lands and cultures that lay beyond their own continent.

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 2610 If These Buildings Could Talk (3)
The future of the past is the heart of historic preservation, the topic of "If These Buildings Could Talk". It is a field of study that offers insight into a variety of fields that deal with change and what should be saved for the next generation. Our culture is reflected in our buildings, landscapes, material culture, and intangible heritage. This class will provide a broad introductory background on the field of historic preservation, looking at issues of conservation, planning, management, and methodology. Besides buildings, we will also study the people who used them, historical events and significance, vehicles, and architectural design for a more holistic understanding of preservation.

PAAR 2620 City Streets Urban Living (3)
This class is an introduction to the diverse range of disciplines and approaches to the study of all aspects of cities and suburbs. This includes economics, planning, architecture, ecology, transportation systems, politics, social relations, etc. This is in contrast to rural studies.

PAAR 2910 Special Topics (3)
Special topics in architecture. Course may be repeated unlimited times for credit.

Course Limit: 99

Art History (PAAH)

PAAH 3300 Traditions in Louisiana and Southern Art (3)
The class "Tradition in Louisiana Art: 1780-2020" will provide an in-depth study of the development of artistic styles in Louisiana and the American South from the late eighteenth century up to the twentieth-first century. Among the topics that will be explored are the work of the nineteenth-century portrait and landscape artists, African American artists, women artists, Woodward Brothers and Newcomb Pottery, regional southern impressionism, southern outsider and folk art, Florida Highway Men, Louisiana and southern photography, Charleston Renaissance, Mississippi art in the mid twentieth century, and twentieth century Louisiana art

PAAH 3310 Photography in Louisiana and the American South (3)
The class "Photography in the Louisiana and the American South" will provide an in-depth study of the development of photography in Louisiana and the American South from 1839 when the Frenchman Louis Jacques Mande Daguerre announced the invention of the photographic process. Photography reflected the times and history of the Louisiana and South thought portraiture, the documentation of the Civil War from a southern perspective, rural southern communities, effects of weather along the Mississippi River, documentation of historical architecture, life in the French Quarter and musical traditions of jazz and Zydeco music. The pictorialism work of "Pops" Whitesell and Arnold Genthe, early documentary style of Theodore Lilienthal and George François Mugnier, straight photography of Fonville Winans, Eudora Welty, and Michael P. Smith, Storyville images of Ernst Bellocq and the 20th century art photography of Debbie Fleming Caffery and Jerry Uelsmann will be explored.

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

Maximum Hours: 99

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)
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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 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 interactive 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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. Credit Hours: 3 (Previously numbered as BSAC 1110)

BSLS 1120 Accounting II (3)
In this interactive 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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. 3 credits Pre- or co-requisite: BSLS 1110 or equivalent. (Previously numbered as BSAC 1120)

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

BSLS 1940 Transfer Coursework (0-20)
Elective for credit transfer purposes.

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 interactive 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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. Credit Hours: 3 (Previously numbered as BSAC 2210) Pre- or co-requisite: BSAC 1120 or equivalent.

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

BSLS 2220 Intro to Finance (3)
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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as BSFN 3650)

BSLS 2250 Business Communications (3)
By identifying and creating clear, concise, and correct business language, students develop and hone their business writing and communication skills; analyzing each audience to target and tailor messages appropriately; and using critical thinking and a problem-solving approach to analyze business issues. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as BSMT 2250)

BSLS 2310 Principles of Management (3)
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. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. (Previously numbered as BSMT 2310)

BSLS 2450 Career Success Strategies (3)
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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as REAL 2320)

BSLS 2750 Intro to Franchising (3)
In this 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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (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)
Elective for credit transfer purposes.

Maximum Hours: 99

BSLS 3200 Introduction to Marketing Principles (3)
Focusing upon the use of marketing to enable small and large businesses to achieve their goals, students will identify and apply the basic principles of marketing practices, including research and analysis, strategy development, product development and pricing, consumers and target market analysis, promotion methods, distribution channels, feasibility analysis, and global marketing. In the Final Marketing Plan Project, students will apply and execute these theories in a scenario set in the current business environment. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business Credit hours: 3 (Previously numbered as BSMK 3200)

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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business.

Prerequisite(s): BSLS 2210[*] or BSAC 2210.
[*] May be taken concurrently.

BSLS 3250 Business Statistics (3)
Through the lens of practical business operations, students in this interactive course examine and evaluate the key concepts and techniques of statistics, including time series analysis and index number and computer implementation of statistical procedures. Successful completion of high school algebra is recommended. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. Note: Meets math proficiency requirement for School of Professional Advancement Bachelor of Arts degrees only. credit hours: 3 (Previously numbered as BSMT 3250)

BSLS 3310 Writing in the Workplace (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. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. 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.

BSLS 3320 Compensation & Benefits (3)
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. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. (Previously numbered as HRDV 3520)

Prerequisite(s): BSLS 3330 or HRDV 3330.

BSLS 3330 Intro To Human Resources (3)
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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as HRDV 3330)

BSLS 3340 Managing Org Behavior (3)
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. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. (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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as HRDV 3450)

BSLS 3360 Plan, Recruit & Selection HR (3)
From the perspectives of both the employee and the organization, students examine 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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. Pre-requisites: BSLS 3330 or Director approval. credit hours: 3 (Previously numbered as HRDV 3650)

Prerequisite(s): BSLS 3330 or HRDV 3330.

BSLS 3370 Perf Appraisal & Productivity (3)
Focusing upon an organization's competitive strategy, students explore the development and implementation of performance appraisal systems and examine productivity-enhancing work designs, such as Total Quality Management, teams, empowerment, and Business Process Reengineering. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. Pre-requisites: BSLS 3330 or Director's approval. credit hours: 3 (Previously numbered as HRDV 3700)

Prerequisite(s): BSLS 3330 or HRDV 3330.

BSLS 3380 Business Ethics (3)
Applying theoretical critique and case-oriented methods, students 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. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. Note: Satisfies one Humanities course requirement for School of Professional Advancement majors. (Previously numbered as BSMT 3380)

BSLS 3390 Employment & Labor Law (3)
Focusing upon the disputes that may arise in the workplace, students explore the state and federal laws governing employment in the U.S. 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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. Pre-requisites: BSLS 3330 or Director's approval. credit hours: 3 (Previously numbered as HRDV 3920)

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. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business (Previously numbered as BSBL 3400)

BSLS 3410 Human Resource Training & Development (3)
Students will identify the elements of human resource training and development, including conducting a training needs assessment, implementing and evaluating training, calculating the return on investment; and linking performance and career development needs to employee training. In the process, students will formulate methods for assessing an organization; applying the ADDIE model (assessment, design, development, implementation, and evaluation); comparing learning styles; performing needs assessments and SWOT analyses; and linking organizational strategy with training and development strategies to establish the training program as another tool for competitive advantage. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. 3 credits

Prerequisite(s): BSLS 3330.

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. . This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 Cross-listed with GLSP 4150 – Commercial Law (Previously numbered as BSBL 3450)

BSLS 3500 Adv. Real Estate Princples (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 interactive online course, students examine the concept and quality 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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business Credit hours: 3 (Previously numbered as BSMT 3600)

BSLS 3650 Developing a Small Business (3)
Through lectures and practical exercises, students analyze the essential principles 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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3 (Previously numbered as BSMT 3650)

BSLS 3700 Global Business (3)
Students examine the strategies, benefits, costs, ethical practices, and conduct of businesspeople, 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. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. Note: Note: Satisfies one Non-Western Culture requirement for School of Professional Advancement majors. (Previously numbered as BSMT 3700)

BSLS 3900 Human Resource Information Systems & Data Analysis (3)
Students will identify and examine the functions and implementation of Human Resources Information Systems (HRIS), including record-keeping, collection and storage of compliance data, supporting efficiency, tracking data to advance business strategies, and employee self-service; investigate the uses of HRIS to support applicant tracking systems, payroll, benefits administration, workhours and attendance, training, performance management, reporting & analytics, and succession planning; and recognize the methods and benefits of HRIS certification. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3

Prerequisite(s): BSLS 3330.

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.

BSLS 4970 Human Resources Capstone (3)
Through an assigned case study and/or field experience in an internship or through their own jobs, students will examine the role of the HR professional as an internal consultant, integrating the major principles developed through the Human Resources curriculum with real-world issues and applying the SHRM competencies, to include staffing and selection, performance management, decision-making using HR metrics, change management, communication, ethical practice, global and cultural effectiveness, and leadership and navigation. The capstone project will serve as a summative learning experience in the HURE major. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3

Prerequisite(s): BSLS 3330.

BSLS 4980 Organizational Behavior & Management Capstone (3)
Through an assigned case study and/or field experience in an internship or through their own jobs, students will integrate the major theories and principles developed through the Organizational Behavior & Management curriculum applying the concepts, principles, and practices of organizational behavior to address real-world issues. The capstone project will serve as a summative learning experience in the OBMS major. 3 credits This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. This course will not satisfy requirements toward majors in the School of Liberal Arts or the A.B. Freeman School of Business. credit hours: 3

Prerequisite(s): BSLS 3330.

Cybersecurity Management (CSMT)

CSMT 7050 Leadership for CS Profnls (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 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 methodologies of database design from security, and techniques for database application auditing, aggregating, reporting, analysis and response from a cybersecurity management perspective. Best practices in securing data at rest, data in transit and data in use will be reviewed in depth against the context of recent noteworthy breaches. (Virtual Lab)

CSMT 7500 IT Sec Auditing & Monitoring (3)
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 secuirty and detection. (Virtual Lab)

CSMT 7700 Cyber Network & Tele Security (3)
This course provides in-depth technical knowledge on securing enterprise networks and telcommunications. 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 vulberabilities. 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 Quantam 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 vulnerabillities. 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 secuirty/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/ documentation of an IT organization's security posture, and creation of a Risk Management structure, Security Policy/Operational Framework, and Budget. Finally, each student will produce a professional-grade White Paper on a Cybersecurity/Cybersecurity Management topic to be assessed by the MPS in Cybersecurity Management Assessment Board.

Prerequisite(s): CSMT 7050, 7900, 7700, 7800, 7500, 7950, 7300[*] and CPST 7150.
[*] May be taken concurrently.

Digital Design (DDSN)

DDSN 1100 Digital Design Foundations (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.

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 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 courses explores virtual sculpting software and techniques to create three-dimensional organic models. Students will understand and apply virtual sculpting techniques in the Zbrush interface using organic models. Prerequisites: DDSN 1100, 1500, 1501, 1502.

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 courses introduces animation techniques, methods and software. Students will evaluate animation methods and software and create basic animation movements and loops. Students are expected to understand and apply basic levels of rigging and weighting, basic skeleton and walk cycles. Prerequisites: DDSN 1100, 1500, 1501, 1502.

Prerequisite(s): DDSN 1502.

DDSN 1940 Transfer Coursework - 1000 Lvl (0-20)

Maximum Hours: 99

Tulane University

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, 1102 and 1400.

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 Foundations of 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.

Prerequisite(s): DDSN 1400.

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.

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.

Prerequisite(s): ENGL 1010.

DDSN 2222 Lower Level Review (0)
This course will prepare students for the lower-level review through advising and portfolio preparation. Students are expected to take this course as a co-requisite with DDSN 1400 and 2100.

Prerequisite(s): DDSN 1100[*], 1101[*] and 1102[*].
[*] May be taken concurrently.

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.

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 to 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, 1400 and 2101.

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 and 1400.

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

Prerequisite(s): DDSN 1400 and 2000.

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 2940 Transfer Coursework - 2000 Lvl. (0-20)

Maximum Hours: 99

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

Prerequisite(s): DDSN 1101 and 1102.

DDSN 3333 Upper Level Review (0)
This course will prepare students for the upper-level review through advising and portfolio preparation. Students are expected to take this course as a co-requisite with DDSN 3400, DDSN 2602 and DDSN 2601.

Prerequisite(s): DDSN 4405[*], 3602[*] and 4600[*].
[*] May be taken concurrently.

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 1100 and 1400.

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.

Prerequisite(s): (DDSN 1100, 1101 and 1400).

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.

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, 1505, 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 1400 and 2400.

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 1100 and 1102.

DDSN 3602 Interactive 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, CPST 3400, CPST 3410.

Prerequisite(s): DDSN 1400.

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 1400 and 2601.

DDSN 3604 Motion Design Studio II (3)
This studio courses uses advanced motion techniques to execute a strategic approach to a real-world problem. Students work in teams to create a robust deck of interactive motion elements for a local client. Students will prepare and formulate strategic approach using motion design, apply good interactive marketing, design, narrative and motion techniques to formulate a solution. Students will present this solution both in written form and verbally in project presentation.

Prerequisite(s): DDSN 2000, 1400, 2602, 3601, 3602 and 3603.

DDSN 3890 Service Learning (0-1)
Corequisite(s): DDSN 3400.

Maximum Hours: 99

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.

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 1100 and 1102.

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 1100, 1101, 1102, 1400, 2000 and 1401.

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 1100, 1101, 1102, 1400, 1401 and 2000.

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 1100, 1101, 1102, 1400, 1401 and 2000.

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 1100, 1101, 1102, 1400, 1401 and 2000.

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 1100, 1101, 1102, 1400, 1401, 2401, 3400, 2400 and 2000.

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.

DDSN 4500 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, 2505, 3500, 3502, 3503, 3504.

Prerequisite(s): DDSN 3503 and 3504.

DDSN 4600 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, 1401, 2100, 2101, 2600, 2600, 2601, 2602, 3600, 3601, 2602, 3603, CPST 3400, CPST 3410.

Prerequisite(s): DDSN 1100, 1101, 1102, 1400, 1401, 2101, 2600, 2000 and 3602.

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 work-flow 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 field. 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.

Maximum Hours: 99

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.

PreK-12 Education (EDUC)

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

Maximum Hours: 99

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

Prerequisite(s): EDLA 2000 and 2890.

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

Maximum Hours: 99

EDUC 3100 Theories of Learning (3)
This course, designed specifically for the Teaching, Learning, and Training minor, will focus on how people learn. There are many factors that influence learning among infants, toddlers, middle childhood, adolescents, and adults, and this course will introduce you to the various theories of learning that address each stage. Students will examine the ideas of learning theorists and practitioners in the field, as well as explore the advantages and limitations to various learning theories. Students will also develop, design, implement, and test a learning experience of their own. Course may be repeated up to 1 time. Prerequisites: EDLA 2000, 2890.

Prerequisite(s): EDLA 2000 and 2890.

EDUC 3220 Linguistics for English Language Learning (3)
This course introduces educators to English language structures, English language use, second language development, and language processes to support and ensure the success of multilingual learners of English. Educators will examine and assess how, when, and why core concepts and ideas from language acquisition and linguistics impact the teaching and learning of multilingual learners of English. At the completion of this course, educators will be able to identify, understand, and explain the nature of language learning challenges arising in the use of reading, writing, speaking, and listening skills across different content areas. They will be able to develop and elaborate plans for instructional and learning techniques and strategies to address those language learning challenges.

EDUC 3230 Intercultural Communication & Language Pedagogy. (3)
This course introduces educators to the sociocultural contexts that impact language teaching, learning and acquisition to support and ensure the development of equitable and inclusive classroom and school environments for multilingual learners of English. Educators will examine and assess the role that intercultural communication plays in how and why teachers and learners behave and communicate as they do. At the completion of this course, educators will be able to identify, understand, and explain real and potential communication breakdowns in instructional and assessment practices that impact language learning and acquisition. They will be able to recommend and design instructional and assessment strategies that demonstrate and build intercultural awareness and communication skills in teachers of multilingual learners of English and learners themselves.

EDUC 3240 Inclusive Curriculum & Materials Design for Multicultural Classrooms (3)
This course introduces educators to the concept of English learner (EL)-inclusive curriculum and materials design for multicultural classrooms. Educators will survey the steps of the curriculum and materials design process to identify opportunities for instructional decision-making that lead to greater inclusivity for multilingual learners of English. They will also examine and explain the ways in which curricula and materials create or do not create inclusive learning experiences for multilingual learners of English in multicultural classrooms. At the completion of this course, educators will be able to propose and enact modifications to curricula and materials that create greater EL-inclusivity in multicultural classrooms. Pre-requisites: EDUC 3220 and EDUC 3230 or instructor approval.

Prerequisite(s): EDUC 3220[*] and 3230[*].
[*] May be taken concurrently.

EDUC 3250 Methods for Teaching Multilingual Learners of English (3)
This course introduces educators to evidence-based approaches, techniques and instructional strategies used to create supportive, learner-centered environments for multilingual learners of English. Educators will develop and apply an understanding of how and why the principles and instructional strategies of content-based language learning can be effectively used to provide grade-level, standards-based instruction for multilingual learners of English. At the completion of this course, educators will be able to analyze and evaluate the appropriateness of materials and resources for multilingual learners of English, as well as use scaffolding strategies to provide comprehensible input for multilingual learners of English. They will be able to design content-based, grade-level, standards-based lessons for multilingual learners of English using the Sheltered Instruction Observation Protocol (SIOP) model. Pre-requisites: EDUC 3220 and EDUC 3230 or instructor approval.

Prerequisite(s): EDUC 3220[*] and 3230[*].
[*] May be taken concurrently.

EDUC 3410 The Craft of Teaching (3)
This is a course for those increasing their knowledge about instructional design and its impact on teaching and learning. This course examines (a) the process by which students learn and teachers plan and deliver instruction including the instructional design process of Understanding by Design (UbD) and effective teaching strategies; (b) the importance of assessment and student work analysis as key components of the learning and teaching process. Candidates will learn to plan lessons and units that are focused, sequential, and develop student understanding of knowledge or skills. Teacher candidates will design assessments that include feedback to students on their learning and provide data that inform instructional planning and teaching. Candidates will study theories of behavior management and strategies for creating and maintaining an optimal learning environment. Project requirements and readings will align with grade levels and content field for which pre-service teachers are seeking certification or degree. This course provides foundational skills in teaching and learning that will be used for further development in later methods courses.

Prerequisite(s): EDLA 2000.

Tulane University

EDUC 3420 Foundations of Emergent Literacy (3)
Foundations of 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 and 2890).

EDUC 3422 Foundations of Elementary Literacy (3)
Foundations of Elementary Literacy provides an introduction to children's speech and language development, appropriate methodologies for building the communication skills of children, the overall scope of elementary literacy issues emphasizing the five pillars of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Evidence-based reading research will form the foundation when studying effective strategies for teaching reading including and guided reading practice using multi-genre grade-level texts and appropriate technology for readers in the elementary classroom.

Prerequisite(s): EDLA 2000.

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 Early Childhood Reading Methods (3)
This course addresses evidence-based approaches for the effective teaching of literacy in PreK-3rd grade. 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. The teacher 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): EDUC 3420.

EDUC 3802 Reading Methods 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): (EDUC 3410 and 3893).

EDUC 3803 Elementary Education Reading Methods (3)
This course addresses evidence-based approaches for the effective teaching of literacy in 1st-5th grade. 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, reading and writing assessment, content-area skills and strategies for reading to learn, and the reading-writing-thinking connection are emphasized. This course includes a practicum placement in a school setting. The teacher 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. This course includes a practicum placement in a school setting.

Prerequisite(s): EDUC 3422.

EDUC 3804 Early Childhood Reading Instruction for All Learners (3)
Students will learn key reading concepts effective for all children including those with language delays, dyslexia, and other reading difficulties. The course will provide students with knowledge about reading screeners and continuous diagnostic assessments that inform differentiated reading instruction and monitor progress. Students will learn how to deliver structured literacy lessons that include the five components of reading according to the National Reading Panel, with an emphasis on phonology and other essential components like sound-symbol association, oral language, fluency, and writing. The course will provide students with resources that teach reading using explicit instruction and daily student-teacher interaction to monitor reading progression.

Prerequisite(s): EDUC 3801.

EDUC 3805 Elementary Reading Instruction for All Learners (3)
Students will learn key reading concepts effective for all 1st-5th grade children including those with language delays, dyslexia, and other reading difficulties. The course will provide students with knowledge about reading screeners and continuous diagnostic assessments that inform differentiated reading instruction and monitor progress. Students will learn how to deliver structured and differentiated literacy lessons that include the five components of reading according to the National Reading Panel, with an emphasis on fluency, vocabulary, comprehension, and writing. The course will provide students with resources that teach reading using explicit instruction and daily student-teacher interaction to monitor reading progression.

Prerequisite(s): EDUC 3803.

EDUC 3806 Effective Reading Instruction for Developing Adolescent Readers (3)
This course provides a comprehensive overview of the current knowledge on best practices for teaching older students with reading difficulties. The focus of reading instruction for adolescent readers is word study, fluency, vocabulary, and motivation. The course materials will describe in depth these critical skills adolescent readers need to become proficient readers. Students will study research-based practices that help struggling students improve their skills in the areas listed above. They will present a culturally diverse professional development plan for teachers and school personnel to allocate time and resources so that students receive appropriate, engaging interventions that improve their overall reading. For those taking this course at a graduate level, the emphasis will be placed on remediating a small group of students with reading difficulties. Graduate students will administer assessments to identify their students' reading difficulties, create and implement a research-informed reading remediation plan, utilize progress monitoring to adjust to their students' needs, and present their completed work.

Prerequisite(s): EDUC 3802.

EDUC 3890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 3891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 3892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 3893 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Prerequisite(s): EDLA 2000.

Maximum Hours: 99

EDUC 3894 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Corequisite(s): EDUC 3230.

Maximum Hours: 99

EDUC 3895 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 3940 Transfer Coursework (0-20)
Transfer Coursework at the 3000 level. Department approval may be required.

Maximum Hours: 99

EDUC 4100 Critical Trends and Issues in Education (3)
This course is an inquiry-based capstone seminar, designed for the Teaching, Learning, and Training minor, which synthesizes political, theoretical, social, and practical topics in a modern context and addresses multicultural education, technology, and gender issues, among other topics and issues. In this course, students will grapple with issues facing education and educators today, such as demographics; changing perceptions and research in human development and learning, equity and social justice; global awareness and interdependence; nature and the environment; aesthetics and creative endeavors; and education in nontraditional settings. This seminar will provide opportunities for students to engage in wide-range reading, intensive writing, critical analysis, respectful debate and thoughtful discussion of topics related to education in the 21st century.

Prerequisite(s): EDLA 2000, 2890, EDUC 3100, 3410 and 3893.

EDUC 4110 Teaching Social Studies in ECE (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): EDUC 3801.

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): EDUC 3801.

EDUC 4130 Teaching Mathematics in ECE (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): EDUC 3801.

EDUC 4210 Secondary Method I: General (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): (EDUC 3410 and 3893).

EDUC 4220 Methods II Social Studies (3)
This is 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 30 clock hours of field experiences are required in the classroom setting.

Prerequisite(s): EDUC 4210.

EDUC 4230 Methods II Science (3)
This is 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 30 clock hours of field experiences are required in the classroom setting. Two professional development experiences are also required.

Prerequisite(s): EDUC 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 30 clock hours of field experiences and two professional development experiences are required.

Prerequisite(s): EDUC 4210.

EDUC 4250 Methods II Mathematics (3)
This is 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 30 clock hours of field experiences are required in the classroom setting. Two professional development experiences are also required.

Prerequisite(s): EDUC 4210.

EDUC 4260 Methods II: Foreign Language (3)
This is 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 30 clock hours of field experiences and two professional development experiences are required.

Prerequisite(s): EDUC 4210.

EDUC 4310 Teaching Social Studies in the Elementary Education (3)
This course will focus on the pedagogy and methods of teaching social studies in the 1st-5th grade classroom. This course covers methods for teaching developmentally appropriate social studies (civics, history, geography, and economics) and the ten NCSS themes. Emphasis will be placed on teaching the roles and responsibilities of individuals in our democracy. Students will learn how to explore and teach complex social studies issues in the elementary classroom.

Prerequisite(s): EDUC 3803.

EDUC 4320 Teaching Science in the Elementary Classroom (3)
This course will prepare prospective teachers to teach science 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. Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, inquiry-based learning and performance-based assessment. Students will work with manipulatives and technology to explore science, solve problems, and learn ways to teach science content 12 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): EDUC 3803.

EDUC 4330 Teaching Math in Elementary 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): EDUC 3803.

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

EDUC 5210 Residency Student Teach PK-3 (3)
Part one. The yearlong residency (2 semesters) is the culminating experience of the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE.

Prerequisite(s): EDLA 2000, 2890, 3160, EDUC 3410, 3893, 3420, 3801, 4110, 4120 and 4130.

EDUC 5220 Residency Student Teach PK-3 (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE.

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)
Part one. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE.

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, 3420, 3893, 3801, 4110, 4120, 4130 and 5230) or Permission of Director.

Prerequisite(s): EDLA 2000, 2890, 3160, EDUC 3410, 3420, 3893, 3801, 4110, 4120, 4130 and 5230.

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 5250) 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 5250.

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)) or Permission of Director.

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

EDUC 5271 Applied Research Project I (3)
The yearlong applied research project (2 semesters) is the culminating experience for students not seeking certification in the Teacher Preparation and Certification Program. It occurs only upon completion of all professional coursework associated with the program. The candidate will blend theory and practice in the identification of an important and existing educational problem, data analysis, research-based recommendations and action plans, and reflection on the results of the intervention. The project option is available for students who do not intend to pursue Louisiana teacher certification upon graduation. UG Pre-Requisites: all courses in the program preceding residency courses or permission of Director. EDUC 5281 Applied Research Project (3) The yearlong applied research project (2 semesters) is the culminating experience for students not seeking certification in the Teacher Preparation and Certification Program. It occurs only upon completion of all professional coursework associated with the program. The candidate will blend theory and practice in the identification of an important and existing educational problem, data analysis, research-based 26 recommendations and action plans, and reflection on the results of the intervention. The project option is available for students who do not intend to pursue Louisiana teacher certification upon graduation. 5271 is Semester 1 of the year long capstone. Prerequisites: All courses in the program preceding residency courses or permission of Director.

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 5281 Applied Research Project II (3)
The yearlong applied research project (2 semesters) is the culminating experience for students not seeking certification in the Teacher Preparation and Certification Program. It occurs only upon completion of all professional coursework associated with the program. The candidate will blend theory and practice in the identification of an important and existing educational problem, data analysis, research-based 26 recommendations and action plans, and reflection on the results of the intervention. The project option is available for students who do not intend to pursue Louisiana teacher certification upon graduation. 5281 is the second semester of the yearlong capstone.

EDUC 5310 Residency I - EE Student Residency (3)
Part one. The yearlong residency (2 semesters) is the culminating experience of the Elementary Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, sill, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 745 - Louisiana Standards for State Certification of School Personnel approved by BESE. Prerequisites: all courses in Elementary Ed program preceding residency courses or permission of Director

EDUC 5320 Residency II - EE Student Residency (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Elementary Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. A candidate may complete residency as a student teacher of practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 - Louisiana Standards for State Certification of School Personnel approved by BESE. Prerequisites: All courses in Elementary Ed program preceding residency courses or permission of Director.

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EDUC 5330 Residency I - EE Practitioner Residency (3)
Part one. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education 27 program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. UG Pre-Requisites: all courses in the program preceding residency courses or permission of Director. MAT Prerequisites: all courses in MAT program preceding residency courses or permission of Director.

EDUC 5340 Residency II - EE Practitioner Residency (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. When a candidate 14 completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. UG Pre-Requisites: all courses in the program preceding residency courses or permission of Director. MAT Pre-Requisites: all courses in MAT program preceding residency courses or permission of Director.

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 the 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 evaluate and design initial instructional accommodations and interventions for meeting the needs of students with high incidence disabilities.

Prerequisite(s): EDUC 5500 and 5510.

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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 specialized literacy instruction tailored to the specific strengths and needs of their students. 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.

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.

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.

Prerequisite(s): EDUC 5500 and 5510.

EDUC 5890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 5891 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 5892 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 5893 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 5894 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 5940 Transfer Coursework (0-20)
Transfer coursework at the 5000 level. Departmental approval required.

Maximum Hours: 99

EDUC 6000 Historical and Philosophical Foundations of Education (3)
With the mindset of equity as its central organizing theme, this course provides a foundation for understanding the various aims, systems, and issues central to the development of American education over time. The course surveys major developments, landmark cases, and a variety of philosophical perspectives that underpin PreK12 education in its current manifestations with the systems across Greater New Orleans serving as the central case study.#Emphasis is placed on schools' ever-widening umbrella to provide for greater measures of inclusivity and choice for all learners.# The course culminates in an examination and "stabilization" of foundational concepts in American education, with a specific eye for the impact on schools and communities over time.

EDUC 6010 Special Topics (3)
Special Topics in Education. Course may be repeated unlimited times for credit.

Course Limit: 99

EDUC 6020 Learning Processes Across the Lifespan (3)
This course examines theoretical and empirical perspectives from the field of education regarding how infants, toddlers, children, adolescents, and adults learn. Factors that influence and structure learning are a primary focus, as are the advantages and limitations of various theories of learning. The course spotlights the current emphasis on "trauma-informed practices" across Greater New Orleans, adopting an inductive approach that ultimately examines how theory informs practice. The course culminates in students developing, designing, implementing, assessing, and critiquing a learning experience from multiple student perspectives to ensure equity in access, opportunity, and success.

EDUC 6040 Curriculum, Instruction, & Assessment for All Learners (3)
This course provides the foundation for narrowing the gap between the intended, implemented, and achieved curriculum in a given educational context. The course examines definitions and models for high-quality curricula while unearthing the aims of education implied by the standards for excellence used; it also examines approaches to learning standards and their relationship with learner-centered educational approaches to teaching. Instructionally, the course surveys foundational mindsets, classroom management, instructional strategies, and student motivation through the lens of culturally-relevant practices. It also examines the best avenues for assessment for and of learning particularly in the on-going high-stakes environments of public education. With New Orleans as a learning laboratory of differing approaches, the course culminates in an examination of current realities versus ideal practices with respect to the question: Does all really mean all?

EDUC 6060 Methods of Educational Research (3)
This course provides an introduction to empirical research and a variety of research approaches common to the field of education. Throughout the course, students locate, understand, evaluate, and interpret qualitative as well as quantitative educational research. Readings include studies from different research paradigms and a variety of educational contexts, including the research basis for equity-focused instruction. The course culminates in applying what we know from research and best practice to explore and/or evaluate a targeted aspect of education in Greater New Orleans.

EDUC 6080 Culminating Capstone Project (3)
In this course, students apply concepts, theories, best practices, knowledge, and principles as learned throughout the program. Students grapple with the complexities of teaching and learning by testing concepts, strategies, and approaches in real-world contexts. Through a site-based immersion project completed through options such as fieldwork, internships, or simulations, students demonstrate master of the program competencies and learning objectives. Students present findings through written reports and presentations that are subject- and context-specific, tailored to the appropriate audiences, and clear on the implications for teaching and learning. M.Ed. program students with less than three years of relevant work experience participate in a capstone with an experiential, site-based component where a project is shaped and applied on-site. Elements include problem identification, standards of excellence, key stakeholders, facilitating and hindering factors, strategic recommendations, implementation, analysis, interpretation, and implications.

Prerequisite(s): (EDUC 6000, 6020, 6040 and 6060).

EDUC 6100 Reimagining and Leading Equitable Education Systems for the Future (3)
This course supports education leaders in developing and communicating a vision and strategy for student success centered on excellence and equity for all. The early part of the course includes the influence of history on the features and limitations of the current system, including the educational implications of race, poverty, and "difference" writ large. The course investigates shifts in learning, management, and equity, as well as a survey of promising systemic reforms and strategies such as integrated student supports, collective impact, and cross-sector collaboration. Key skills of effective education leaders include communicating and building support for vision and change. Students develop a public narrative and strategic communication plan around their educational vision and strategy.

EDUC 6120 Leading Learning (3)
This course examines leading learning of students and adults. Focus areas include the nexus of Dewey's "child and the curriculum"; the centrality of the instructional task as predictive of student learning; the challenges of improving instruction for each learner; developing, enacting, and scaling vision for learning and then managing for it; and the role of evidence in making decisions about instructional practice. The course also addresses the role of the leader's identity and previous learning experiences in leading the learning of others, and the implications for guarding against bias. Throughout the course, students examine current systems of learning through classroom observations, interviews with leaders in the field, and case studies.

Prerequisite(s): EDUC 6100 or MPAD 7120.

EDUC 6140 Managing Effective Equity-Centered Educational Organizations (3)
This course surveys system-wide leadership in terms of organizational design, planning, oversight, and progress monitoring through the specific aspects of governance, operations, development, finance, and management. These components of organizational viability impact all aspects of programming and are therefore critical to education leadership at all levels. Becoming an effective and sustainable education leader lies at the center of this course with an emphasis on growing the ability to understand, engage, and effectively support and challenge others and create conditions for equitable school and system management, governance, and transformation. The course uses case studies and simulations from both traditional public and charter settings from the New Orleans context.

Prerequisite(s): EDUC 6100.

EDUC 6150 An Introduction to Education Finance and Budgeting: Implications for Strategy, Equity, and Change (3)
This course is an introduction to public school finance and budgeting systems in the United States. Budgeting and finance impact all aspects of schooling and education and are therefore critical to education leadership at all levels. Focus areas include the budgeting process; the politics of budgeting; district and school cost drivers; revenue generation including federal, state, and local funding sources; norm-based budgeting; weighted-student funding; cost-benefit analysis; benchmarking; and "key performance indicators" (KPIs) and "objectives and key results" (OKRs). Questions include: How can budgeting reflect the values and priorities of schools and systems? What are the equity implications of education budgeting and finance? What are the economic and financial drivers that maintain or disrupt the status quo? The course will use case studies and simulations from both traditional public and charter settings with special emphasis on the New Orleans context.

EDUC 6160 Engaging Family and Community Stakeholders (3)
This course provides the foundation for equity-centered educational leadership and the primacy of effective communication. With the school as the central organizing body, we examine the connections among school personnel, students and families, and community members and groups and the difficulties associated with balancing policy dictates with widespread participation in the educational enterprise. We investigate channels for identifying, gathering, and using data to inform programming, whether through needs analyses, action research, or participatory processes that serve to disrupt the status quo and empower individuals to thrive. A series of cases highlight the urgency of making the implicit explicit with respect to the hidden agenda of schooling and unpacking false narratives around difference.

EDUC 6180 Driving Change and Transformation for Impact (3)
This course supports education leaders in managing change and leading transformation in ways that create the conditions for discernable impact: excellence for all. We begin with a survey of how law and policy drive change over time and the role education leaders play in policy enactment and advocacy. With change as the one anticipated constant, the course investigates shifting priorities that affect the outcomes and impact we seek. An examination of systemic reforms and strategies that have failed helps future leaders to determine what went wrong and highlight promising practices that emerge from effective change management. We put data – mining for, gathering, analyzing, using to drive improvement – front and center, as well as standards of excellence for guiding and gauging success. The course recaps the previous four to pressure test that the vision, talent and learning systems, organizational function, and impactful participation are in place and driving the organization toward achieving results. Students will develop a public narrative and strategic communication plan around their vision and strategy for change.

Prerequisite(s): EDUC 6100, 6120 and 6140.

EDUC 6190 Educational Leadership & Policy for Changemakers (3)
This course provides an overview of leadership and policy topics especially relevant to leadership in the education sector through four modules. For the policy module, topics include federal, state, and local education policy development; the influence of law and policy on schooling over time; and the role of education leaders in policy advocacy and enactment. The course includes a module on the politics and contextual factors involved in leading in collaboration with a school board. A third module on school law provides an overview of the most significant legal issues in public elementary and secondary schools and implications for leading and decision-making. The final module centers on the effective and sustainable education leader with an emphasis on growing the ability to understand, engage, and effectively support and challenge others and creating conditions for equitable school and system transformation and governance. The course will use case studies and live cases with current education leaders to engage students authentically in the field.

EDUC 6220 Linguistics for English Language Learning (3)
This course introduces students to English language structures, English language use, second language development, and language processes to support and ensure the success of multilingual learners of English. Students examine and assess how, when, and why core concepts and ideas from language acquisition and linguistics, impact the teaching and learning of multilingual learners of English. At the completion of this course, students identify, understand, and explain the nature of language learning challenges arising in the use of reading, writing, speaking, and listening skills across different content areas. They develop and elaborate plans for instructional and learning techniques and strategies to address those language learning challenges. For students pursuing an M.Ed., this course also includes an in-depth examination of the grammar of spoken and written English. This in-depth examination of grammar results in students having the ability to analyze and explain language use and language use errors from a discourse perspective that considers the authentic use of language in context versus the prescribed use of decontextualized language. Students pursuing an M.Ed. also investigate the research techniques and tools of corpus linguistics and develop plans, strategies, and techniques for applying and sharing their knowledge with learners and colleagues.

EDUC 6230 Intercultural Communication & Language Pedagogy (3)
This course introduces students to English language structures, English language use, second language development, and language processes to support and ensure the success of multilingual learners of English. Students examine and assess how, when, and why core concepts and ideas from language acquisition and linguistics, impact the teaching and learning of multilingual learners of English. At the completion of this course, students identify, understand, and explain the nature of language learning challenges arising in the use of reading, writing, speaking, and listening skills across different content areas. They develop and elaborate plans for instructional and learning techniques and strategies to address those language learning challenges. For students pursuing an M.Ed., this course also includes an in-depth examination of the grammar of spoken and written English. This in-depth examination of grammar results in students having the ability to analyze and explain language use and language use errors from a discourse perspective that considers the authentic use of language in context versus the prescribed use of decontextualized language. Students pursuing an M.Ed. also investigate the research techniques and tools of corpus linguistics and develop plans, strategies, and techniques for applying and sharing their knowledge with learners and colleagues.

EDUC 6240 Inclusive Curriculum & Materials Design for Multicultural Classrooms (3)
This course introduces students to the concept of English learner (EL)-inclusive curriculum and materials design for multicultural classrooms. Students survey the steps of the curriculum and materials design process to identify opportunities for instructional decision-making that lead to greater inclusivity for multilingual learners of English. They also examine and explain the ways in which curricula and materials create or do not create inclusive learning experiences for multilingual learners of English in multicultural classrooms. At the completion of this course, students propose and enact modifications to curricula and materials that create greater EL-inclusivity in multicultural classrooms. For students pursuing an M.Ed., this course also includes investigation into the academic research on the lack of inclusivity and bias in standardized tests and other curriculum-mandated assessments. Through the lens of this research, students pursing an M.Ed. analyze the assessments for a specific curriculum, prepare suggestions for an alternative assessment plan, and develop instructor guidelines for creating inclusivity and eliminating bias in their classroom assessments.

Prerequisite(s): EDUC 6220 and 6320.

EDUC 6250 Methods for Teaching Multilingual Learners of English (3)
This course introduces students to evidence-based approaches, techniques and instructional strategies used to create supportive, learner-centered environments for multilingual learners of English. Students develop and apply an understanding of how and why the principles and instructional strategies of content-based language learning can be effectively used to provide grade-level, standards-based instruction for multilingual learners of English. At the completion of this course, students analyze and evaluate the appropriateness of materials and resources for multilingual learners of English, as well as use scaffolding strategies to provide comprehensible input for multilingual learners of English. They design content-based, grade-level, standards-based lessons for multilingual learners of English using the Sheltered Instruction Observation Protocol (SIOP) model. Students pursuing an M.Ed. examine academic research on the use of two different pedagogies associated with culturally responsive or culturally relevant education (e.g., trauma-informed pedagogy, funds of knowledge approach, equity pedagogy, indigenous pedagogy, etc.) and evaluate the impact that combining the principles/practices of these pedagogies with the use of the SIOP model might have on multilingual learners of English. Students pursuing an M.Ed. develop a webinar on how to integrate culturally responsive pedagogies into the use of the SIOP model.

Prerequisite(s): EDUC 6220 and 6230.

EDUC 6400 Foundations of Instructional Design and Applications (3)
This course will introduce students to historical and contemporary learning theories, frameworks, and models; instruction systems design, processes, and analysis; learning technology innovations; ethics and equity, diversity, and inclusion within the field of Instructional Design. Using a practice-oriented approach and real-world case studies, students will gain experience applying instructional design principles to solve learner-centered design challenges.

EDUC 6410 Trends and Issues in Learning Experience Design and Learner Equity (3)
This course uses an experience-design lens to explore trends and issues in learning experience design. Students will be introduced to Learner Experience Design (LXD) principles and processes as examine strategies to create more equitable student outcomes in learning design. Students will research, read, reflect and discuss problems and viable solutions for current issues in learning design.

EDUC 6420 Learning Experience and Interaction Design Studio (3)
This course examines a range of theories, skills, and processes for designing and developing interactive, learner-centered educational materials. Using a practice-oriented approach and real-world case studies, students will learn to apply Learner Experience Design (LXD) principles and process to create authentic, inclusive learning experiences using an interactive design studio while developing their design thinking skills.

Prerequisite(s): EDUC 6410.

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EDUC 6430 Emerging Technologies and Learning Perspectives (3)
This course examines emerging learning technologies and their application to learning and education. Some included technologies are the Internet of Things (IoT), Augmented Reality (AR), Virtual Reality (VR), Artificial Intelligence (AI), and Machine Learning (ML). Emerging learning theories and methodologies, and emerging learning behavior models for inclusive learning design in fast-changing, innovated digital spaces are explored. Using case studies, students will research, read, reflect and discuss real-world learning challenges and viable solutions founded in emerging learning technologies and theories.

Prerequisite(s): EDUC 6400 and 6410.

EDUC 6440 Learning Technology Principles and Applications (3)
This course is an introduction to learning technologies, surveying current tools, applications, software, and hardware, and Learner Experience Design applications, including interactive media, video, editing, and digital design. Students gain hands-on experience in identifying, creating, implementing, and evaluating learning technologies for inclusive learner-centered design. Using a practice-oriented approach and real-world case studies, students will begin to learn design thinking to change the way we engage diversified learners in online education.

EDUC 6450 Game-Based Learning Technology and Design (3)
This course investigates game-based learning (GBL) and gamification applications, including game-design elements and principles, GBL technologies, gaming literacies, gaming models, simulations, immersive learning and virtual reality, and augmented reality from a diversified learner experience lens, including adult learners in higher education and corporate environments and K-12. Students explore the potential of current GBL and analyze the role of game-based learning from a historical perspective.

Prerequisite(s): EDUC 6400 or 5410.

EDUC 6460 Mobile Learning Design and Studio (3)
This course investigates mobile learning principles and strategies through the lens of learning equity. Students will research, read, reflect and discuss mobile learning applications in online learning. Using a practice-oriented approach and real-world case studies, students will apply Learner Experience Design principles and process to their own mobile learning design project using an interactive design studio.

Prerequisite(s): EDUC 6400 or 6410.

EDUC 6500 Assessment and Evaluation of Students with Disabilities (3)
This course introduces students to the collection and use of comprehensive assessment and evaluation data to ensure the success of students with high incidence disabilities. Students 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, students 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. Graduate students will deepen these understandings of assessment and evaluation through extensive review of the latest research from the field and apply these understandings in a culminating task based on the assessment and evaluation of two actual students found in a case study scenario.

EDUC 6510 Collaborative Teaming (3)
This course focuses on the knowledge and skills necessary to form productive, collaborative relationships with the adults in a student with disabilities ecosystem: family, para-educators, general educators, building leaders, and service providers. Emphasis is placed on building and maintaining relationships with all stakeholders while adhering to federal and state policies and effectively implementing special education programming. Course topics include culturally-proficient collaboration in schools, community systems and families; vision setting and high expectations for all students; emotional intelligent partnership; and transforming historical and philosophical perspectives and practices of education students with differing needs. At the completion of this course, students describe, plan for, and implement best practices in team collaboration and communication for the benefit of students. Graduate students also conduct a literature review on collaborative and participatory practices in education and design a model and set of recommendations for improving teaming models in a real-life context.

EDUC 6520 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. 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 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, students evaluate and design initial instructional accommodations and interventions for meeting the needs of students with high incidence disabilities. Graduate students extend their understandings by researching broad-based instructional practices that benefit diverse learners in whole group instruction; they also conduct an audit of classroom instruction across a grade level or content area in an actual school and devise practical recommendations based on their findings.

Prerequisite(s): EDUC 6500.

EDUC 6530 Reading and Literacy (3)
This course provides in-depth learning experiences targeting literacy. Students 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, students evaluate and design specialized literacy instruction tailored to the specific strengths and needs of their students. Graduate students conduct and write a review of related research, survey a living reading and literacy school environment, and create recommendations aimed at improving practice overall.

Prerequisite(s): EDUC 6500.

EDUC 6540 Functional Behavioral Assessment and Individualized Behavioral Intervention Planning (3)
This course provides a framework for individualizing behavioral supports using a functional behavioral paradigm. Students learn theory, core concepts, and applied methods involved in functional behavioral assessment that translate into evidence-based prevention and intervention planning. Special attention is given to the student-in-context: Ecological systems, intraindividual factors such as trauma, medical considerations, and family phenomenologies, and school initiatives such as multi-tiered systems of support. At the completion of the course, participants conduct functional behavioral assessments, create evidence-based and individualized support plans, and critique the theory and practice of this specific and specialized form of behavioral support planning vis-a-vis cultural, theoretical, and practical experiences of themselves as practitioners and the students they serve. Graduate students explicate research and then design and deliver a professional development seminar to schools they identify as needing improvement in the area of FBA and behavioral intervention planning. Note: This course is part of the required course sequence for the elementary grades "mild-moderate add-on special education certification" in the state of Louisiana.

Prerequisite(s): EDUC 6520.

EDUC 6550 Self-Determination and Transition (3)
This course develops students' proficiency in career development and self-determined transition planning and education for persons with disabilities from middle school through adulthood. Emphasis is placed on IDEA requirements for transition services, career development, and best practices in the transition processes; key time and IEP team decision points to foster positive life outcomes; 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 best practices in student-centered transition planning. At the completion of this course, educators develop a background and framework for fostering post-secondary success necessary for leading IEP teams through the development of student-centered plan focused on the knowledge and skills necessary for successful transition to college, career, and independent living. Graduate students explicate research and then design and deliver a professional development seminar to schools they identify as needing improvement in the area of FBA and behavioral intervention planning. 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.

Prerequisite(s): EDUC 6520.

EDUC 6560 Fundamentals of Instructional Technology for Students with Disabilities (3)
This course explores the use of technology, services, and accessible design principles that serve to support students with disabilities in meeting their goals. Students are introduced to instructional technology, explore a variety of low- and high-technology tools and services, and apply accessible design principles to create effective and meaningful instruction for all students. At the conclusion of this course, students apply a problem-solving approach for identifying and selecting appropriate technological tools and services based on student need; they also identify and plan for instructional practices that provide access and promote success for students with disabilities. Graduate students conduct a review of related research for to identify the most promising practices in assistive technology and then design and deliver a professional development seminar to schools they identify as needing improvement in the area of FBA and behavioral intervention planning.

Prerequisite(s): EDUC 6520.

EDUC 6790 Residency II (Student) Elementary Education (3)
The yearlong residency (2 semesters) is the culminating experience of the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, participate in professional development opportunities offered by the university, and engage in action research over their course of study. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Pre-Requisites: all courses in the program preceding residency courses or permission of Director.

EDUC 6791 Residency II (Student) (3)
The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, participate in professional development opportunities offered by the university, and engage in action research over their course of study. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Prerequisites: All courses in the program preceding residency courses or permission of Director.

EDUC 6792 Residency I (Practitioner) (3)
The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education 27 program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. I In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, participate in professional development opportunities offered by the university, and engage in action research over their course of study. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Prerequisites: All courses in the program preceding residency courses or permission of Director.

EDUC 6793 Residency II (Practitioner) (3)
The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, participate in professional development opportunities offered by the university, and engage in action research over their course of study. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Prerequisites: All courses in the program preceding residency courses or permission of Director.

EDUC 6810 The Craft of Teaching (3)
This course examines (a) the process by which students learn and teachers teach including the instructional design process of Understanding by Design (UbD) and effective teaching strategies; (b) the importance of assessment and student work analysis on the learning and teaching process. Teacher candidates will learn to plan lessons and units that are focused, organized, and develop student understanding of knowledge or skills. Candidates will learn to design assessments that provide feedback to students on their learning and to teachers on the impact of their teaching. Candidates will example theories of behavior management and strategies for organizing and maintaining an optimal learning environment. Project requirements and readings will emphasize grade levels and content field for which pre-service teachers are seeking certification. The study begun in this course lays the foundation for understanding the learning and teaching process which later Methods classes will further develop.

Prerequisite(s): EDUC 6000.

EDUC 6820 Foundations of 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.

EDUC 6822 Foundations of Elementary Literacy (3)
Foundations of Elementary Literacy provides an introduction to children's speech and language development, appropriate methodologies for building the communication skills of children, the overall scope of elementary literacy issues emphasizing the five pillars of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Evidence-based reading research will form the foundation when studying effective strategies for teaching r4eading including and guided reading practice using multi-genre grade-level texts and appropriate technology for readers in the elementary classroom. Those students taking this course at a graduate level will examine recent theory and research regarding elementary literacy and translate the findings into practical strategies to increase language skills in the classroom. Students will analyze assessments and use the data to create instructional plans that address the skills that need improvement to ultimately obtain knowledge mastery. Students will design and present a professional development workshop for early elementary teachers that describe how to determine appropriate literacy strategies and their associated assessments.

Prerequisite(s): EDUC 6000.

EDUC 6830 Early Childhood Reading Methods (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.

EDUC 6832 Elementary Education Reading Methods (3)
This course addresses evidence-based approaches for the effective teaching of literacy in 1st-5th grade. 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, reading and writing assessment, content-area skills and strategies for reading to learn, and the reading-writing-thinking connection are emphasized. This course includes a practicum placement in a school setting. The teacher 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. For those taking this course at a graduate level, an emphasis is placed on examining research and data that support reading instructional models that address the five essential components of reading instruction. This course includes a practicum placement in a school setting.

Prerequisite(s): EDUC 6822.

EDUC 6834 Early Childhood Reading Instruction for All Learners (3)
Students will learn key reading concepts effective for all children including those with language delays, dyslexia, and other reading difficulties. The course will provide students with knowledge about reading screeners and continuous diagnostic assessments that inform differentiated reading instruction and monitor progress. Students will learn how to deliver structured literacy lessons that include the five components of reading according to the National Reading Panel, with an emphasis on phonology and other essential components like sound-symbol association, oral language, fluency, and writing. The course will provide students with resources that teach reading using explicit instruction and daily student-teacher interaction to monitor reading progression. For those taking this course at a graduate level, the emphasis is placed on remediating a small group of students with reading difficulties. Graduate students administer assessments to identify their students' reading difficulties, create and implement a research-informed reading remediation plan, utilize progress monitoring to adjust to their students' needs, and present their completed work.

Prerequisite(s): EDUC 6830.

EDUC 6836 Elementary Reading Instruction for All Learners (3)
Students will learn key reading concepts effective for all 1st-5th grade children including those with language delays, dyslexia, and other reading difficulties. The course will provide students with knowledge about reading screeners and continuous diagnostic assessments that will inform differentiated reading instruction and monitor progress. Students will learn how to deliver structured and differentiated literacy lessons that include the five components of reading according to the National Reading Panel, with an emphasis on fluency, vocabulary, comprehension, and writing. The course will provide students with resources that teach reading using explicit instruction and daily student-teacher interaction to monitor reading progression. For those taking this course at a graduate level, the emphasis will be placed on remediating a small group of students with reading difficulties. Graduate students will administer assessments to identify their students' reading difficulties, create and implement a research-informed reading remediation plan, utilize progress monitoring to adjust to their students' needs, and present their completed work.

Prerequisite(s): EDUC 6832.

EDUC 6840 Teaching Social Studies in ECE (3)
This course will focus on the pedagogy and methods of teaching social studies in the PreK-3rd grade classroom. This course covers methods for teaching developmentally appropriate social studies (civics, history, geography, and economics) and the ten NCSS themes. Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology, centers, and assessment. Students will work with manipulatives and technology to explore social studies, participate in a community of learners, solve problems, and learn ways to teach this content to children. For those taking this course at a graduate level, students will learn how to teach social studies as part of an inquiry-based learning experience and demonstrate this type of learning by constructing a social studies unit.

Prerequisite(s): EDUC 6830.

EDUC 6850 Teaching Science in Early Childhood Classroom (3)
This course will prepare prospective teachers to teach science 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. Emphasis will be placed on developmentally appropriate instruction and active learning strategies, including the use of technology in instruction, inquiry-based learning and performance-based assessment. Students will work with manipulatives and technology to explore science, solve problems, and learn ways to teach the three dimensions of science to children. They will also practice creating and refining age-appropriate unit and lesson plans based on the Understanding by Design model (Wiggins & McTighe). For those taking this course at a graduate level, students have opportunities to utilize best practices to inform lesson planning and review research-based pedagogical strategies to teach diverse learners. Students will have the opportunity to research and find curriculum with lessons that teach concepts and skills through case studies, practical tasks, and reflective activities. Students will be able to create a comprehensive list of curricula materials. Then critique an elementary age-appropriate science lesson that examines problems in real-world settings.

Prerequisite(s): EDUC 6830.

EDUC 6860 Teaching Mathematics in ECE (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). For those taking this course at the graduate level, understanding how to cite research and data that support findings will be a key objective. The students will review literature about best mathematical practices, content, and knowledge at a level in which they can teach others. They will complete a course assignment that involves designing a professional development math portfolio as a guide for elementary teachers. The essential elements of instruction, assessment, grouping strategies, and effective questioning techniques will be key components in the portfolio. In addition, the portfolio will explicitly state how to differentiate math instruction to meet the needs of all learners.

Prerequisite(s): EDUC 6830.

EDUC 6870 Childhood Development (3)
This course presents the stages of childhood development. Emphasis is placed on development which enables one to reach physical, mental, emotional, and social maturity. Students will learn how child development intersects with teaching and learning. Research and data on current practices and philosophies are compared and discussed. Assessment of learning environments from an equity perspective will inform students how childhood development may wax and wane throughout developmental milestones.

EDUC 6890 Residency I_Student_ECE (3)
Part one. The yearlong residency (2 semesters) is the culminating experience of the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, participate in professional development opportunities offered by the university, and engage in action research over their course of study. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 - Louisiana Standards for State Certification of School Personnel approved by BESE.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6910, 6970, 6980 and 6900) and (EDUC 6920, 6930, 6940, 6950 or 6960).

EDUC 6891 Residency II_Student_ECE (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, participate in professional development opportunities offered by the university, and engage in action research over their course of study. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Pre-Requisites: all courses in the program preceding residency courses or permission of 23 Director.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6910, 6970, 6980 and 6900) and (EDUC 6920, 6930, 6940, 6950 or 6960).

EDUC 6892 Residency I_Practitioner_ECE (3)
The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, participate in professional development opportunities offered by the university, and engage in action research over their course of study. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Pre-Requisites: all courses in the program preceding residency courses or permission of Director.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6820, 6830, 6834, 6840, 6850, 6860 and 6870).

EDUC 6893 Residency II_Practitioner_ECE (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Pre-Requisites: all courses in MAT program preceding residency courses or permission of Director.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6820, 6830, 6834, 6840, 6850, 6860, 6870 and 6891).

EDUC 6894 Residency I (Student) - Elementary Education (3)
Part one. The yearlong residency (2 semesters) is the culminating experience of the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. UG Pre-Requisites: all courses in the program preceding residency courses or permission of Director. MAT Prerequisites: all courses in MAT program preceding residency courses or permission of Director.

EDUC 6895 Residency II (Student) - Elementary Education (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under supervision of a mentor teacher and university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. UG Pre-Requisites: all courses in the program preceding residency courses or permission of Director. MAT Prerequisites: all courses in MAT program preceding residency courses or permission of Director.

EDUC 6896 Residency II (Practitioner) - Elementary Education (3)
Part one. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education 27 program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. UG Pre-Requisites: all courses in the program preceding residency courses or permission of Director. MAT Prerequisites: all courses in MAT program preceding residency courses or permission of Director.

EDUC 6897 Residency II (Practitioner) - Elementary Education (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Early Childhood Education program. It occurs only upon completion of all professional coursework associated with the ECE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. When a candidate 14 completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. UG Pre-Requisites: all courses in the program preceding residency courses or permission of Director. MAT Prerequisites: all courses in MAT program preceding residency courses or permission of Director.

EDUC 6900 Secondary Methods I: General (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 thirty hours of field experience in a middle or high school setting. The course is designed with an emphasis on the practicum; 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. For those taking this course at a graduate level, students will research current issues in methods of teaching and learning and generate a comparative analysis paper describing how and why changes in secondary pedagogy occurred in the past seven years. Students will include the purposes of assessments with supporting research.

Prerequisite(s): EDUC 6810.

EDUC 6910 Reading Methods Secondary Education (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. For those taking this course at a graduate level, the emphasis will be placed on inquiry of content area literacy. Students will research content literacy, extrapolate effective strategies for teaching reading in a content area, and share an analysis on those that are most effective.

Prerequisite(s): EDUC 6810.

EDUC 6920 Methods II Social Studies (3)
This is 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 30 clock hours of field experiences are required in the classroom setting. For those taking this course at the graduate level, students will read research about 15 strategies necessary for success in teaching culturally and linguistically diverse students with diverse learning needs and strengths. Using data and research, students will develop inquiry-based curriculum activities addressing community-based issues relevant to New Orleans. The design of the activities is within the context of social studies and aligned to LA Standards.

Prerequisite(s): EDUC 6900.

EDUC 6930 Methods II Science (3)
This is 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 30 clock hours of field experiences are required in the classroom setting. Two professional development experiences are also required. For those taking this course at the graduate level, this course will include a research and analysis component. Students will research their specific science content area and examine the alignment of the Next Generation Science Standards and LA Content Standards. The information gained from these standards will be used to develop a science scope and sequence that provides a crosswalk of the national and state standards, including gaps that may exist in the current LA Science Standards. Students will share this crosswalk with peers and facilitate a discussion about teaching standards through inquiry and problem-solving across all specific sciences.

Prerequisite(s): EDUC 6900.

EDUC 6940 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 30 clock hours of field experiences and two professional development experiences are required. For those taking this course at a graduate level, students will have the opportunity to expand on a review of effective pedagogical literature regarding English Language Arts instruction. They will analyze the findings and data that provide the rationale of effective pedagogy. Students will research pedagogies of different points of view and identify similarities and differences while determining how both pedagogies are considered effective.

Prerequisite(s): EDUC 6900.

EDUC 6950 Methods II Mathematics (3)
This is 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 30 clock hours of field experiences are required in the classroom setting. Two professional development experiences are also required. For those taking this course at a graduate level, students will demonstrate their understanding of the secondary mathematics curriculum by using effective pedagogical literature to develop and facilitate a professional development session to peers. The professional development module and facilitation is expected to validate the student's competencies at the level of instructional implementation in one's own classroom and others that may require modifications.

Prerequisite(s): EDUC 6900.

EDUC 6960 Methods II Foreign Language (3)
This is 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 30 clock hours of field experiences and two professional development experiences are required. For those taking this course at a graduate level, students will make connections between theories and classroom practice through additional research. The course will ask students to review the literature regarding meaningful assessments and instruction used in classrooms to teach specific language skills. Students will select a specific language and develop a unit that teachers can use in the secondary classroom. The student must include proficiency-based instruction and include strategies for social justice and equity.

Prerequisite(s): EDUC 6900.

EDUC 6970 Adolescent Development (3)
This course provides an overview of the important developmental changes adolescents experience as they transition to adulthood. Throughout the course students will learn theories related to adolescent development. Students will learn about the risks prevalent for adolescents and why they are more evident during this stage. The course will outline preventions and interventions that support adolescents and how social context is relevant. Students will explore research-based practices that support all adolescents who may struggle in a school setting.

EDUC 6980 Effective Reading Instruction for Developing Adolescent Readers (3)
This course provides a comprehensive overview of the current knowledge on best practices for teaching older students with reading difficulties. The focus of reading instruction for adolescent readers is word study, fluency, vocabulary, and motivation. The course materials will describe in depth these critical skills adolescent readers need to become proficient readers. Students will study research-based practices that help struggling students improve their skills in the areas listed above. They will present a culturally diverse professional development plan for teachers and school personnel to allocate time and resources so that students receive appropriate, engaging interventions that improve their overall reading. For those taking this course at a graduate level, the emphasis will be placed on remediating a small group of students with reading difficulties. Graduate students will administer assessments to identify their students' reading difficulties, create and implement a research-informed reading remediation plan, utilize progress monitoring to adjust to their students' needs, and present their completed work

EDUC 6990 Residency I_Student_SE (3)
Part one. The yearlong residency (2 semesters) is the culminating experience the Secondary Education (SE) program. It occurs only upon completion of all professional coursework associated with the SE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor 17 teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under the supervision of a mentor teacher and university faculty member. Candidates who have completed at least three years of classroom teaching may be eligible for a waiver from the residency. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Pre-Requisites: all courses in MAT program preceding residency courses or permission of Director.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6970, 6910, 6980 and 6900) and (EDUC 6920, 6930, 6940, 6950 or 6960).

EDUC 6991 Residency II_Student_SE (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Secondary Education (SE) program. It occurs only upon completion of all professional coursework associated with the SE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. A candidate may complete residency as a student teacher or practitioner resident. When a candidate completes residency as a practitioner resident, they must be hired as a full-time teacher in a school and remain under the supervision of a mentor teacher and university faculty member. Candidates who have completed at least three years of classroom teaching may be eligible for a waiver from the residency. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. MAT Pre-Requisites: all courses in MAT program preceding residency courses or permission of Director.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6970, 6910, 6980 and 6900 and (EDUC 6920) or EDUC 6930, 6940, 6950 or 6960) and EDUC 6990.

EDUC 6992 Residency I_Practitioner_SE (3)
Part one. The yearlong residency (2 semesters) is the culminating experience the Secondary Education (SE) program. It occurs only upon completion of all professional coursework associated with the SE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. Candidates who have completed at least three years of classroom teaching may be eligible for a waiver from residency. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Pre-Requisites: all courses in MAT program preceding residency courses or permission of Director.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6970, 6910, 6980 and 6900) and (EDUC 6920, 6930, 6940, 6950 or 6960).

EDUC 6993 Residency II_Practitioner_SE (3)
Part two. The yearlong residency (2 semesters) is the culminating experience the Secondary Education (SE) program. It occurs only upon completion of all professional coursework associated with the SE specialization. In a school setting, residents demonstrate the knowledge, skills, and dispositions they have learned throughout the program for which they are seeking certification and/or degree. Residents observe, assess, plan, teach using differentiated instruction, reflect on teaching practices, and analyze the impact on student achievement while adhering to all the State's guidelines for residency. In addition, residents meet with their mentor teacher and university faculty member throughout the semester, attend a series of seminars, and participate in professional development opportunities offered by the university. When a candidate completes residency as a student teacher resident, they are directly supervised and supported by a classroom mentor teacher and a university faculty member. Candidates who have completed at least three years of classroom teaching may be eligible for a waiver from the residency. All residency requirements are within the guidelines of Bulletin 746 – Louisiana Standards for State Certification of School Personnel approved by BESE. Pre-Requisites: all courses in MAT program preceding residency courses or permission of Director.

Prerequisite(s): (EDUC 6000, 6810, 6060, 6970, 6910, 6980 and 6900) and (EDUC 6920, 6930, 6940, 6950 or 6960) and EDUC 6992.

EDUC 7790 Topics in Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Tulane University

EDUC 7791 Topics in Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 7792 Topics in Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 7793 Topics in Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 7794 Topics in Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 7795 Topics in Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 7796 Topics in Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 7797 Topics in Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 7798 Topics in Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

EDUC 7990 Education Research (1-3)
Education research toward completion of master's degree. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Education - Liberal Arts (EDLA)

EDLA 1890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

EDLA 2000 Education In A Diverse Society (3)
Education in a Diverse Society is an introductory course for those preparing for certification to teach. The overarching goal is to catalyze and refine innate skills for developing social change in the context of the current educational systems locally, nationally, and internationally. This course examines the historical, philosophical, sociological, psychological, organizational, and socio-cultural bases of American education and the political influences as they relate to contemporary issues in education in the United States. It is designed to assist students in determining if they want to pursue teaching as a career and it helps prospective teachers to gain a valid and comprehensive knowledge of what is involved in a teaching career. Emphasis is placed upon reflection, inquiry, and personal involvement in planning an effective and successful career in education. Co-requisite: EDLA 2890

EDLA 2890 Service Learning (0-1)
Students complete a service activity in the community in conjunction with the content of a three-credit co-requisite course. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

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

Maximum Hours: 99

EDLA 3160 Child & Adolescent Lit (3)
This course is designed to provide prospective teachers with an overview of the field of children's literature with a focus on works appropriate for children and young adults. The history, philosophy, significant authors and texts, and major genres of children's literature will be explored. Prerequisite(s): EDLA 2000, 2890. Co-requisite: EDLA-3896

Prerequisite(s): EDLA 2000 and 2890.
Corequisite(s): EDLA 3896.

EDLA 3896 Service Learning: EDLA 3160 (1)
Corequisite(s): EDLA 3160.

Maximum Hours: 99

English (PAEN)

PAEN 1000 Academic Writing 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 2500 Rewriting America: Multi-Ethnic Literature in the United States (3)
This course will explore how BIPOC thinkers have challenged the domination narratives of nationhood in the United States by studying poetry and prose by Black, Indigenous, Latinx, and migrant authors. While the focus will be on more recent literatures (from the mid-twentieth century through the present), the syllabus will also include samples of earlier texts by writers like W.E.B. DuBois, or Sarah Winnemucca Hopkins. Other texts may include those written by Gloria Anzaldúa, Achy Obejas, Luci Tapahonso, Maxine Hong Kingston, Nnedi Okorafor, and Jhumpa Lahiri, among others. Students will interact with these texts through guided reading, discussion, presentations, and written analysis. They will also be challenged to expand their learning beyond the classroom by applying the concepts discussed to something they encounter in their own lives.

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.

Prerequisite(s): ENGL 1010.

PAEN 2910 Special Topics (3)
Special topics in English.

Course Limit: 99

PAEN 2911 Special Topics (3)
Special topics in English.

Course Limit: 99

PAEN 2912 Special Topics (3)
Special topics in English.

Course Limit: 99

PAEN 2913 Special Topics (3)
Special topics in English.

Course Limit: 99

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

Maximum Hours: 99

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.

PAEN 3910 Special Topics (3)
Special topics in English.

Course Limit: 99

PAEN 3911 Special Topics (3)
Special topics in English.

Course Limit: 99

PAEN 3912 Special Topics (3)
Special topics in English.

Course Limit: 99

PAEN 3913 Special Topics (3)
Special topics in English.

Course Limit: 99

Emergency and Security Studies (ESSC)

ESSC 6001 Introduction 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.

ESSC 6002 Critical Infrastructure 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.

ESSC 6003 Geospatial Information Systems (3)
Applied Geographic Information Systems (GIS) is designed to provide students with a solid foundation in both GIS concepts and the use of GIS. Applied Geographic Information Systems strikes a careful balance between GIS concepts and hands-on applications. GIS is an emergent technological domain utilized by all U.S. Federal Departments and Agencies and many private sector organizations for defense and national security (including intelligence), transportation and logistics, and telecommunications practical application and analysis. GIS allows you to use satellite imagery to conduct geospatial analysis by using data to build maps and graphs. This course is an introductory geospatial intelligence analysis course that will provide the learner with basic technological and industry-relevant skills (no technical background required). The learner will utilize industry software to develop maps and map layers to address multiple real-world practical case studies.

ESSC 6004 Military/Civilian Interface During Response (3)
This course is designed to give the students a broad overview of the National Preparedness Guidelines, National Planning Scenarios, and the National Incident Management System as it relates to Defense Support of Civil Authorities in the instances of key risks such as; Natural Hazards, Pandemics, Technological and Accidental Hazards, Terrorist acts, and Cyber Attacks. This course will further educate students on what kind of support the Department of Defense (DoD) can provide civilian authorities, the legality of such support, as well as explain the authorities, appropriateness and extent of DoD support.

ESSC 6005 Border Security (3)
This course is designed to enhance the student's ability to think critically about border security and our nation's approach to securing its borders. It will equip the student with the necessary knowledge to effectively evaluate current border security strategies as well as propose policy changes related to border security in order to enhance the nation's homeland security posture.

ESSC 6006 Intel Analysis and Critical Thinking (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.

ESSC 6007 Health and Medical Issues in Emergency Management (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): ESSC 6001.

ESSC 6008 Risk Management and 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.

Tulane University

ESSC 6009 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.

ESSC 6010 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.

ESSC 6011 Emergency Management Administration (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.

ESSC 6012 Physical Protection Systems (3)
An introductory course to the systematic discipline of Physical Protection System design, implementation, and testing. The methodology presented is scalable for small, medium, and large security applications ranging from home security systems to safeguarding and securing sensitive nuclear facilities.

ESSC 6013 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.

ESSC 6014 Corporate Security (3)
The intent of this course is to give students an overview of the varied objectives and duties associated with Corporate Security. The goal is to present the multiple levels, tasks and duties associated with Corporate Security as it applies to a U.S. based corporation, relative to employee safety and security as well as what is known as Executive Protection, and offering insight into the different career opportunities associated with this line of work.

ESSC 6015 Financial Institution Security (3)
This course introduces the theory of providing security for financial institutions. Financial institution security refers to the various security measures for the purpose of protecting life and property, protecting the confidentiality of critical data and information and other financial assets. The course also reviews laws and regulations that guide security practices such as those promulgated by the Federal Trade Commission (FTC) and its Safeguards Rule amongst many other designs. This class will analyze the basics of this industry and review practical approaches to protecting them against threats such as theft, both internal and external, vandalism, data center security, cyber-crimes and fraud. Topics include the value of conducting security audits, conducting a business impact analysis, implementing security systems and interfacing with the public.

ESSC 6016 Leadership in Emergency and Security Management (3)
Emergency and Security 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.

ESSC 6017 Sport/Event Security and Response (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.

ESSC 6018 Approaches to 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.

ESSC 7001 Cyber Threats and Homeland Security (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.

ESSC 7002 Intelligence Research, Methods & Analysis (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.

ESSC 7003 Human Intelligence & Counter Intelligence (3)
A course that explores the world of espionage, its importance in world history, the psychology behind the recruitment of human sources, the nature of clandestine operations, and the principals involved in counterintelligence. The course includes a wide range of historical case studies and an examination of the potential future role of espionage in an increasingly unstable and dangerous world.

Prerequisite(s): ESSC 7002.

ESSC 7004 Narco-Terrorism (3)
This course will expose the narcotics nexus to terrorist organizations and how they affect the United States and foreign terrorist organizations threatening within our borders. A recommended proactive approach to terrorism investigations in all communities will be illustrated with an emphasis on drug-related issues. These tactics can be carried out by any law enforcement officer and will be successful in the fight against terrorism affecting the United States on the mainland. Foreign terrorist organizations such as Al Qaeda, Hamas, Hezbollah, ARC, domestic terrorist organizations, and localized (U.S) narco-terrorists will be discussed. Identifying and investigating terrorist cells in the United States is the main focus of this course. Every type of U.S. law enforcement officer will be shown how to use these methods to fight against terrorism within our borders.

ESSC 7005 Domestic and International 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.

ESSC 7006 Maritime and 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.

ESSC 7007 Human Trafficking & Smuggling (3)
Course

ESSC 7008 Public-Private Partnerships (3)
As communities prepare and respond to events that are more extreme, complex and frequent, it is clear that all resources have to be utilized to ensure resilience. The development of public and private partnerships provides resources in many forms to address these needs. In this course, students gain knowledge of the importance of these partnerships in the planning process. They will learn approaches to team and partnership building utilizing gap analysis to bring these partnerships together. They will incorporate and apply the elements of communication and information sharing, leadership and social responsibility through case studies. Finally, they will describe employment of systems analysis to evaluate partnerships.

ESSC 7009 Transportation and 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 inadequacies 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.

ESSC 7010 Homeland Security: 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.

ESSC 7011 Law and National Security (3)
This course will survey and explore domestic laws (constitutional, statutory, and regulatory), executive branch decisions and many of their corresponding judicial interpretations that authorize, expand or constrain the U.S. government's pursuit of its national security policy objectives. This course is organized into four categories: (I) the foundations of U.S. national security powers, (II) the use of force abroad, (III)intelligence gathering and (IV)detaining, interrogating and prosecuting terrorist suspects. This graduate-level course is conducted as a lecture class and in seminar fashion with an emphasis on encouraging and incorporating robust dialogue, engagement and sharing of insights and ideas, integrating and correlating assigned course readings and selected media resources with real world events. Students should expect to acquire a substantive understanding of the balance of liberty and security struck by the executive, legislative and judicial branches to combat threats to the homeland. Course may be repeated unlimited times for credit.

ESSC 7012 Defense Support to Civilian Authority (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.

ESSC 7013 Information Operations and Open Source Intelligence (3)
This course explores Information Operations and the increasing role it plays in military, political, and international affairs. It provides a detailed understanding of the history, tools, and methods employed by U.S. and its adversaries to influence the thinking of target audiences, including the role cyber plays in enabling its transmission and feedback. The course examines these operations from the military, civilian, business, and internet paradigms, as well as the continuous information collection of individuals by governments and corporations. Additionally, this course will provide an understanding of Information Operations at all levels of implementation, including strategic communication and public diplomacy. The course also provides students an understanding of the importance of and how to analyze Open-Source Intelligence (OSINT). Students will apply their knowledge of Information Operations to the analysis of open-source materials to better prepare them to develop assessments of the validity, perspective, and accuracy of such reports.

Prerequisite(s): ESSC 6006.

ESSC 7014 Ethics in OSINT (3)
This course will provide an intellectual framework for students to discuss the moral implications and understand the foundations of the use of ethics in Open Source Intelligence during its collection, analysis, intelligence use, and practices.

ESSC 7015 Open Source Collection and Techniques (3)
This course will provide students with an overview of the fundamentals and most effective methodologies used by Open Source Intelligence analysts to collect data from various publicly available information.

ESSC 7016 Open Source Information Analysis (3)
This course will provide students with the most effective methodologies used by Open Source Intelligence professionals to analyze publicaly available information in developing highly detailed intelligence products.

ESSC 7200 Special Topics (3)
Special Topics in Homeland Security Studies.

Maximum Hours: 99

ESSC 7501 Independent Study (1-3)
Independent study in Homeland Security Studies.

Maximum Hours: 99

ESSC 7900 Capstone (3)
This course synthesizes the full range of knowledge, skills, and abilities students developed over the entirety of their homeland security 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 their class colleagues. 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.

ESSC 7940 Transfer Coursework (3)

Maximum Hours: 99

ESSC 7941 Transfer Coursework (3)

Maximum Hours: 99

General Legal Studies (GLSP)

GLSP 1940 Transfer Coursework (0-4)

Maximum Hours: 99

GLSP 2010 Intro to the Legal System (3)
Lectures and practical exercises enable students to examine the American legal system, including both civil and common law, focusing upon the role of the paralegal; master skills in vocabulary, interviewing and investigation, law office administration, legal document drafting, and litigation support; and recognize and apply principles of legal and professional ethics. Online and in-person sections. Online sections include 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. Pre-requisite: ENGL 1010 Note: Satisfies one Social Science requirement for School of Professional Advancement majors. credit hours: 3

Prerequisite(s): ENGL 1010.

GLSP 2940 Transfer Coursework (0-4)

Maximum Hours: 99

GLSP 3020 Legal Research (3)
Through lectures and hands-on exercises, students master efficient, effective legal research strategies for use in the law school library and on Westlaw and other online and print resources; and then analyze and compile research results in legal memoranda. Online sections include 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. Pre-requisite: ENGL 1010 credit hours: 3

Prerequisite(s): ENGL 1010.

GLSP 3030 Legal Writing I (3)
Building upon the research and analytical skills developed in GLSP 3020 - Legal Research, students complete written assignments and practical exercises, drafting motions, pleadings, correspondence, and other legal documents.

Prerequisite(s): GLSP 3020 and 2010.

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. Online sections include 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. Pre-requisite: ENGL 1010 credit hours: 3

Prerequisite(s): ENGL 1010 and GLSP 2010[*].
[*] May be taken concurrently.

GLSP 3060 Litigation II (3)
Building upon the knowledge and skills developed in GLSP 3050 - 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. Online sections include 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. Pre-requisite: GLSP 2010, GLSP 3050. credit hours: 3

Prerequisite(s): GLSP 3050 and 2010.

GLSP 3070 Legal Technology I (3)
Through hands-on exercises and tutorials created by the National Society for Legal Technology (NSLT)®, and Relativity®, students develop skills and knowledge in the use of the software applications and methods that law offices use to support litigation and transactional practices, perform discovery and e-discovery, due diligence, case management, time-keeping, billing, and other vital law office functions. Students also have the option of pursuing NSLT Certification.

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; 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. Cross-listed with BSLS 3400 – Legal Aspects of Business Credit hours: 3

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; 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. Cross-listed with BSLS 2500 – Principles & Practices of Real Estate. credit hours: 3

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

GLSP 4050 Family Law (3)
Through lectures and practical exercises, students in this participative asynchronous online class analyze current and projected issues in family law; evaluate the role of the paralegal in disputes 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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director. Credit hours: 3 Note: Satisfies one Social Science requirement for School of Professional Advancement majors.

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

GLSP 4060 Advanced Discovery and Evidence (3)
Through lectures, case law, exercises in the use of legal technology, and practical case studies in this asynchronous online class, students will identify the types of electronically stored information that are subject to discovery; draft and assess the effective use of preservation notices; draft effective discovery requests to obtain information; distinguish between document management and spoliation; analyze key cases illustrating recent developments in evidentiary laws; draft pre-trial motions, including motions in limine; evaluate cases involving late disclosure of evidence; and examine the ethical issues surrounding discovery and admissibility of evidence in the 21st century. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. Pre-requisites: PARA/GLSP 3030, 3050 and 3060 or approval of Director. credit hours: 3

Prerequisite(s): (PARA 3030 or GLSP 3030) and (PARA 3050 or GLSP 3050) and (PARA 3060 or GLSP 3060).

GLSP 4070 Immigration Law Practice (3)
Through practical exercises and online discussions in this asynchronous 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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. Pre-requisite: ENGL 1010. credit hours: 3 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.

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GLSP 4100 Legal Technology II (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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. 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. Cross-listed with BSLS 3450 – Commercial Law. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director. credit hours: 3

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 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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director. credit hours: 3

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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director. Notes: Satisfies one Humanities course requirement for School of Professional Advancement majors. credit hours: 3

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

GLSP 4200 Legal Research & Writing II (3)
This course builds upon skills acquired in GLSP 3020 – Legal Research and GLSP 3030 – Legal Writing I. Through lectures, practical legal research assignments, case studies, and hands-on exercises, students will compare and evaluate primary and secondary sources, legislative history research, administrative law research, practice materials, and specialized topical resources research sources; distinguish and apply legal citation forms; and synthesize the steps for researching specific legal issues to formulate arguments. Students will draft and revise a variety of legal documents, including law office memoranda, briefs, and reports, and complete a project and oral presentation. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. Pre-requisites: PARA/GLSP 3020 and 3030 or approval of Director.

Prerequisite(s): (GLSP 3030 or PARA 3030) and (GLSP 3020 or PARA 3020).

GLSP 4220 Insurance Law Practice (3)
In this asynchronous 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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. Pre-requisites: GLSP 3030, 3050 and 3060 or approval of Director. credit hours: 3

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. Pre-requisites: 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. Pre-requisites: GLSP 3030, 3050 and 3060 or approval of Director.

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

GLSP 4250 Civil Rights Law (3)
Through lectures, case law, and drafting exercises, students will evaluate the historical development of race as an issue in the context of the American legal system; analyze the constitutional and statutory issues resulting from state and/or private interference with the rights of persons; compare the civil rights statutes that allow citizens to sue for violations of civil rights; Identify the competing visions of racial equality reflected in civil rights legislation, case law, and the concept of discrimination; evaluate the laws forbidding discrimination in education, voting, employment, and housing; investigate methods by which power and social reform may be exercised through the law; and evaluate the conflicts between the protections afforded to citizens and the doctrines protecting police officers in performance of their official functions. Prerequisite(s): PARA/GLSP 3030*, 3050* and 3060* or approval of Director. (*May be taken concurrently.) Notes: Satisfies one Race and Inclusion course requirement for School of Professional Advancement majors.

Prerequisite(s): (GLSP 3030* or PARA 3030) and (GLSP 3050* or PARA 3050) and (GLSP 3060* or PARA 3060).
* May be taken concurrently.

GLSP 4280 Personal Injury - Malpractice (3)
Through practical exercises and online discussions, this asynchronous online course addresses the prosecution and defense of personal injury and medical malpractice actions under tort and insurance laws, the Louisiana Medical Malpractice Act, and other applicable laws. Practical exercises develop the skills necessary for assisting in personal injury law practice, including organizing and maintaining files, drafting pleadings, obtaining, and summarizing medical records, performing factual investigations and other necessary functions. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. Pre-requisites: GLSP 3030, 3060 and 3070, or approval of Director. credit hours: 3

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. Pre-requisites: 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. Prerequisite(s): GLSP/PARA 3030*, 3060* and 3070*, or approval of Director. (*May be taken concurrently.) credit hours: 3

Prerequisite(s): (GLSP 3030* or PARA 3030) and (GLSP 3060* or PARA 3060) and (GLSP 3070* or PARA 3070).
* May be taken concurrently.

GLSP 4310 Employment Law (3)
Through lectures and in-class discussions, students identify and break down the state and federal laws governing employment in the U.S., focusing upon the disputes that may arise in the workplace. Practical exercises guide students in identifying and applying 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. Cross-listed with BSLS 3390 – Employment & Labor Law (asynchronous online).

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

GLSP 4320 Health Care Compliance (3)
Through lectures and practical exercises, students investigate the relationships action among insurance, physicians and their patients; evaluate the laws and principles governing medical records, bioethics, privacy and security; and medical ethics, and the healthcare industry as a whole; compare the state and federal laws creating Medicare, Medicaid, and other programs; and assess the role of the paralegal in law firms, governmental agencies, healthcare corporations, and other businesses in the healthcare industry. Pre-requisites: GLSP 3030, 3060 and 3070 or approval of Director.

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

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GLSP 4330 White Collar Crime (3)
Through lectures, reading assignments, and practical exercises, students break down applicable state and federal laws; examine 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 and Government in American Society (3)
Through practical exercises and online discussions, students in this asynchronous 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. This online course includes 2-4 synchronous video conferences, the scheduling of which will be confirmed during the first week of classes, with recordings available for students who are unable to attend. Pre-requisite: ENGL 1010. Notes: Satisfies one Social Science and/or American Government 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, practical exercises, and media, 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)
General Legal Studies majors in or nearing their final semester of GLSP study may seek Director approval to register for the Practicum. This course includes both performance of a supervised 100-hour internship in a legal services office and a classroom component. Written assignments and lectures focus upon applying technical skills in the workplace, identifying, and resolving ethical and professional issues, enhancing career development, and other aspects of law office practice and employment. Pre-requisites: All GLSP core and elective courses and approval of Director required.

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.

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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.

Maximum Hours: 99

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

Maximum Hours: 99

HMLS 2750 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 Response Plan, and National Incident Management System is provided. The Department of Homeland Security model of planning, protecting, responding, and recovering from a natural disaster and terrorist attacks is described.

HMLS 2940 Transfer Credit (4)
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 Intellignce 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 Intel 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 3912 Special Topics (1-3)

Maximum Hours: 99

HMLS 3913 Special Topics (1-3)

Maximum Hours: 99

HMLS 3914 Special Topics (1-3)

Maximum Hours: 99

HMLS 3915 Special Topics (1-3)

Maximum Hours: 99

HMLS 3940 Transfer Credit (1-4)

Maximum Hours: 99

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.

Humanities (PAHM)

PAHM 1940 Humanities Transfer Coursework (0-20)
Transfer Coursework at the 1000 level. Department approval may be required.

Course Limit: 99

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

Course Limit: 99

Humanities - Interdisciplinary (HUMA)

HUMA 1010 Humanities Foundations (3)
The purpose of this course is to provide students with an introduction to the humanities through opportunities to examine encounters between peoples and cultures and the formation and transformation of dominant and competing worldviews. The humanities, itself an interdisciplinary field, looks at human outputs. It includes literature, history, religious studies, linguistics, the arts, and philosophy. Students will be introduced to these interdisciplinary materials, concerns and skillsets through a series of chronologically organized case studies. The fundamental questions we ask concern how different sociohistorical visions of community interact with equally diverse ideas of the notion of the individual, how these visions are explored by cultures and individuals through different modes of literature, philosophy, religion and the visual arts, and what it means to create something new out of the traditions we are all formed by and grounded in. In addressing these questions through the humanities, students learn to think critically, speak clearly, write convincingly and ask questions, which prepares students for a wide range of contemporary work environments and professions.

HUMA 1500 Humanities (4)
Course designated for transfer credit. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

HUMA 4980 Capstone Seminar (3)
The Capstone seminar will allow students majoring in the social sciences and/or humanities to integrate the knowledge and skills gained through their interdisciplinary degree and apply them to a range of professional settings through case study examples. The students will explore relationships between the different content areas, while examining how their communication, writing, and critical thinking skills apply to issues and challenges commonly experienced in various professional settings. The seminar will culminate in a substantial written or a creative project (e.g., op-ed, website, podcast, etc.) that will highlight the interdisciplinary connections between the students' prior coursework. Creative projects will be accompanied by a shorter academic narrative.

HUMA 4990 Capstone Independent Study (3)
The Capstone Independent Study will allow humanities majors to integrate the knowledge and skills gained through their interdisciplinary degree and apply them to a range of professional settings through case study examples. The students will explore the relationships between the different areas of the humanities, while examining how their communication, writing, and critical thinking skills apply to issues and challenges commonly experienced in various professional settings. The independent study will culminate in a substantial written or a creative project (e.g., artwork, website, podcast, etc.) that will highlight the interdisciplinary connections between the students' prior coursework. Creative projects will be accompanied by a shorter academic narrative.

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 Discrete Math for Information 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 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.

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.

CPST 2400 Webpage Design & Develpm (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.

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, structed 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.

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.

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): ENGL 1010 and 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): ENGL 1010 and 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): ENGL 1010 and CPST 1200.

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.

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, class libraries, data structures, exception handling, threads, input and output, and applet programming.

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.

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.

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.

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.

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.

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

Prerequisite(s): CPST 3270.

CPST 3290 Linux Admin & Hybrid Cloud (3)
This course teaches students about the nature, benefits and drawbacks of using a Hybrid Cloud solution and how to install, administrate, and maintain a secure Linux server to manage hybrid cloud. The course will introduce students to Linux utilities while applying this knowledge towards more advanced hybrid cloud principles. Students will 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.

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CPST 3300 Mobile Application Development (3)
This course focus 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 using 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.

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.

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.

CPST 3410 Website Dev w/ Javascipt (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.

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.

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.

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.

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.

CPST 3750 Cyber Defense (3)
This course offers an overview of security issues in networks, applications, and operating systems and demonstrates how current and future commercial systems may be designed to ensure confidentiality, integrity, and availability. It covers principles and methods of discovering and exploiting security vulnerabilities. This course provides students with real world cybersecurity scenarios in a virtual lab environment. Students will learn to apply academically sound cyber defense strategies to mitigate cyber vulnerabilities in simulated environments. Best practices in securing systems, applications, and networks will be reviewed in depth after students complete the virtual lab assignments.

Prerequisite(s): CPST 2700, 2500 and 2600.

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.

CPST 4000 Independent Studies (1-4)

CPST 4100 Special Topics (3)
Special Topics in Information Technology.

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.

CPST 4270 Advanced Application Development for Industry (3)
The purpose of this course is to build upon fundamental programming concepts learned in prerequisite courses and provide students with advanced application development skills needed for industry employment including source version control, database connectivity, incorporating SQL into applications, and utilizing code libraries in the development process.

Prerequisite(s): CPST 3220, 2300 and 2200.

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.

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.

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.

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.

CPST 4550 Product Development Lifecycle Capstone (3)
Required Capstone course for all App Dev (ITIA) and Product and Program (ITPS) students – all Major/concentration required courses must be completed prior to taking this course. The purpose of this course is to provide a summative crowning achievement towards the undergraduate concentration. This workshop style course involves major semester-long deliverables; the capstone project. The capstone project allows students to apply theoretical and practical knowledge acquired during the Info Tech program. The capstone project will require a student to leverage their previous body of work to successfully complete. The capstone portfolio should demonstrate student mastery for each of the Program Learning Outcomes.

Prerequisite(s): CPST 1200, 2200, 2300, 2500, 2600, 2700, 3050, 3250 and 3550.

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.

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.

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.

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.

CPST 4710 Network Infrastructure Capstone (3)
Required Capstone course for all Cloud & Virtualization (ITCL) and Cybersecurity (ITCS) students – all Major/concentration required courses must be completed prior to taking this course. The purpose of this course is to provide a summative crowning achievement towards the undergraduate concentration. This workshop style course involves major semester-long deliverables; the capstone project. The capstone project allows students to apply theoretical and practical knowledge acquired during the Info Tech program. The capstone project will require a student to leverage their previous body of work to successfully complete. The capstone portfolio should demonstrate student mastery for each of the Program Learning Outcomes.

Prerequisite(s): CPST 1200, 2200, 2300, 2500, 2600, 2700, 3050, 4610 and 4930.

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.

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.

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

Prerequisite(s): CPST 4610.

CPST 4810 Windows Security (3)
In this course, students learn to apply security industry best practices and to harden the Windows operating system in a variety of configurations and roles. Students learn how to protect Windows-based systems from attacks, reconfigure the operating system to fully protect it, and scan hosts for known security problems. By the end of the course, students have a solid understanding of the security architecture of Windows operating systems.

Prerequisite(s): CPST 4610.

CPST 4850 Penetration Testing (3)
This course provides an introduction to computer and network security penetration testing techniques, tools, and methodologies.? It will provide an overview of activities that are used during the planning, reconnaissance, scanning, exploitation, post-exploitation, and reporting phases of a penetration testing process.

Prerequisite(s): CPST 2600 and 2700.

CPST 4870 Forensics, Investigate & Resp (3)
This course provides forensics analysis skills through use of forensics tools and techniques, and forensic lab practices. The course also covers investigation and response to cyber-attacks. Students will be exposed to forensic evaluation of evidence, and determination of breach impact as essential components in a cyber security response plan. Methods of planning, documenting and implementing a practical cyber security forensics approach for information systems are discussed. The course uses case study and subject matter expert best practices to provide insight and learning on modern computer system forensics.

Prerequisite(s): CPST 2700 and 2500.

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

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.

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.

Maximum Hours: 99

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.

Maximum Hours: 99

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.

Maximum Hours: 99

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.

Maximum Hours: 99

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.

Maximum Hours: 99

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.

Maximum Hours: 99

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.

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.

Maximum Hours: 99

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 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 6750 Cyber Defense (3)
This course offers an overview of security issues in networks, applications, and operating systems and demonstrates how current and future commercial systems may be designed to ensure confidentiality, integrity, and availability. It covers principles and methods of discovering and exploiting security vulnerabilities. This course provides students with real world cybersecurity scenarios in a virtual lab environment. Students will learn to apply academically sound cyber defense strategies to mitigate cyber vulnerabilities in simulated environments. Best practices in securing systems, applications, and networks will be reviewed in depth after students complete the virtual lab assignments.

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.

CPST 7150 The Business of IT (3)
The goal of this course is to provide MPS candidates with experience in handling business processes that are necessary to successfully manage the business aspects of Information Technology. It covers business concepts and processes that are germane to the management and use of Information Technology including Accounting and Finance, Human Capital and Payroll, Budget, Contract Management, Proposals/Requests for Proposals, Statements of Work, and Service Level Agreements. Additionally, methods and approaches for performing cost-benefit analysis, procurement, making business cases for technology/cybersecurity, IT budgeting, and working with contractors and consultants will be reviewed.

CPST 7200 Enterprise Application Arch (3)
The goal of this course is to prepare CIOs, CTOs, 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, and security. This course explores the analysis, design, implementation, evaluation, and management of enterprise IT solutions including interaction with other enterprise applications. Topics include planning/modeling, Conceptual/Logical/Physical design, and management considerations. This course also examines modern trends and approaches in enterprise application architecture design.

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 7760 Cloud-based Data Analytics (3)
As industry's move to increased use of cloud-based "data as a service" offerings, including Data Platform (PaaS), Infrastructure (IaaS), and Software (SaaS), Information technologists including IT Managers and Cybersecurity Managers need to understand how to leverage cloud in the enterprise to enable data analytics at scale, at speed and to enable wide access. This course will introduce data analytics in conjunction with leveraging cloud-based services.

CPST 7770 Cloud-based Machine Learning and Artificial Intelligence (3)
As industries move to increased use of cloud-based data "as a service" offerings, including Data Platform (PaaS), Infrastructure (IaaS), and Software (SaaS), this course will help IT Managers and Cybersecurity Managers understand how to enable functional machine learning and AI by leveraging cloud solutions.

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 Leading Transformational Change in IT (3)
Technology can serve as a catalyst for change in an organization. In today's work environments, almost every organizational change is accompanied by a change in the of the organization. In this course, students will learn the difference between leadership and management generally and also specifically within IT. They will learn how IT can affect positive change and, most importantly, how to minimize the chance of project failures. The course begins with the journey of technology and the speed of change in this industry. With the context set, students then learn about the organizational (individual and macro) and commercial implications of change. The course will also cover topics from major milestones in IT, organizational behavior at the individual and organizational level, and change management to include budgeting for change, vendor management, vision setting, and execution.

Tulane University

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.

Information Systems (INFO)

INFO 1010 Intro to Business Computing (1.5)
The goal of INFO 1010 is to ensure that all business minors have the computing skills necessary to support subsequent courses in their college careers and to prepare students for internships in the business world. The course focuses on teaching students to use the Microsoft Excel application programs needed to ultimately pass the Microsoft Office certification test for Excel. The certification tests are given as part of the coursework. Students who earn the MO-200 Microsoft Excel 365/2019 Associate Certification may waive this course requirement; please consult with the course instructor to apply for a waiver.

INFO 5380 Business Study Abroad - INFO (1-20)

INFO 5390 Business Study Abroad - INFO (1-20)

Kinesiology (KINE)

KINE 1400 Intro to Health Sciences (3)
This course offers a basic overview of human health. Topics to be addressed include the following: the historical development of public health and ways that health affects daily life; explain the basic principles of epidemiology, including rates, risk factors, disease determinants, causation and surveillance; explain the manner in which health information and communications can be used to improve health; identify how social and behavioral interventions affect health; explain how policy and law affect health; identify the impact of the environment; describe the manner in which communicable diseases affect health; and, describe the basic organization of health care and public health systems.

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

KINE 1800 Wellness in Contemporary Am (3)
A holistic approach to wellness is presented via the components of total fitness, e.g., physical, social, emotional, and intellectual. Emphasis is placed on behaviors that serve to prevent illness and injury rather than rehabilitative strategies that are implemented after the fact. Content addresses both theoretical and applied perspectives of wellness that should be used in developing personalized exercise programs and healthy lifestyles. Additional topics to be covered include (but are not limited to): strategies for optimal nutrition, global versus national health and fitness trends, comparative analysis of healthcare systems, alternative forms of preventive/rehabilitative medicine, and environmental impact on wellness.

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

Maximum Hours: 99

KINE 2010 Social Aspects of Health (3)
The course is designed to provide students with an overview of the theoretical and empirical bases of social aspects as applied to health sciences, so that students can both apply and communicate this material in the context of their health-related careers. This course explores the social and behavioral connections between health and health-related matters. The challenges/incentives are to promote health through societal and behavioral change.

KINE 2220 Mind/Body Health (3)
Health is influenced by physical, intellectual, social, spiritual and emotional determinants. In this course, the interaction of these determinants is explored as they relate to the prevention, onset, and progression of, and recovery from, disease. The aim is to provide an overview of the mind/body connection in relation to overall wellness using established theoretical and applied perspectives, e.g., cognitive behaviorism, psychoneuroimmunology, and guidelines for healthy lifestyles.

KINE 2230 Stress Management (3)
This course examines stress from psycho-physiological and behavioral perspectives. It will afford each student the opportunity to experience various strategies used in coping with stress, e.g., self-mastery, meditation, imagery, exercise, nutrition, and cognitive restructuring. Various theories are discussed that serve as the foundation for the understanding of and coping with everyday stressors as well as those that occur unexpectedly.

KINE 2330 Nutrition and Behavior (3)
This course is intended to bridge the gap between the theory and practice of nutritional science. Emphasis is given to the basic food constituents and their physiological relationships within the body. Topics will include but not limited to: the fundamental principles of normal nutrition; the interactions between diet and energy expenditure; gender differences; changes in nutrient needs throughout the life cycle; computer-assisted nutritional analyses; and, web-based nutritional sites. Includes the investigation of optimal health, allergies, hyperactivity, hypoglycemia, learning disabilities, eating disorders, delinquency, mental disorders and senility as they pertain to nutritional practices.

KINE 2910 Independent Study (1-3)
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 the behavior and clinical management of overweight and obese youth 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. Prerequisites: (SCEN 2030 and 2035) and (SCEN 2040 and 2045)

Prerequisite(s): (SCEN 2030 and 2035) and (SCEN 2040 and 2045).

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.

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 6200 Health Informatics (3)
Health informatics is the analysis and collection of health information. Topics include data science, data analytics, digital health, health information technology and decision support systems.

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)
The course introduces the student to the art and science of coaching with an emphasis on relating theory and practice. This includes discussions on principles of coaching, behavior management, physical conditioning, legal issues, diversity and inclusion, safety, staffing, and public relations and their application toward sports program design and careers in coaching.

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 Principl 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 6620 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, orals 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 HEWE (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.

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 is an intense encounter with the work of perhaps the most significant, original, and influential philosopher in American history, Richard Rorty (1931-2007). The material that we read will cover all the main aspects of Rorty's philosophical and political work. The main focus of the course will be an attempt to come to terms with Rorty's critique of the cult and culture of professional philosophy. We will also be concerned with an attempt to understand Rorty as a major figure in the American intellectual tradition and locate him within the history that includes such figures as Emerson, Whitman, William James, John Dewey, and other figures considered to be exemplars of naturalism, pragmatism, or neo-pragmatism in one form or another.

MLAR 7070 Political World (3)
This course examines the political economy of food by exploring the processes of production, regulation, and consumption that determine the relationships between humans and the food we eat in the world today. We will explore the moral, political, social, and economic dimensions of this topic with the goal of providing a platform for personal exploration and transformation. The presentation of material in the course is designed to be engaging, provocative, and stimulating and to provide the student with an opportunity to make informed decisions about the moral and political dimensions of their own relationship to food.

MLAR 7080 The Economic World (3)
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.

Maximum Hours: 99

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 Guenevere. Three written assignments: a midterm and final examination (essay format) and a short critical paper (5 pp. typed, double-spaced). Required Text: Sir Thomas Malory, Le Morte Darthur. The Winchester Manuscript, ed. by Helen Cooper (Oxford: Oxford University Press, 2008).

MLAR 7123 Robin Hood (3)
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.

Maximum Hours: 99

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

MLAR 7200 Racial Formation Around the World (3)
This course is a comparative sociohistorical inquiry into the bases and mechanisms of racial domination as a "denegated form of ethnicity" anchored in culturally salient (putative) physical differences. Readings include a wide range of sociological, historical, and anthropological studies of ethno-racial vision and division, accommodation, and conflict in Latin America, Asia, Western Europe, the United States, and Africa. They are geared toward helping us uncover the social mechanisms that lead to the rise, reproduction, and transformation of ethno-racial inequality, wherever and whenever it is found. This course is problem-oriented, not group-oriented; its purpose is neither to celebrate nor to denigrate the experiences of this or that particular category but to explain and understand them in sociological terms.

MLAR 7210 Language, Power, & Identity (3)
Language is a powerful mode through which identities and social norms are created, negotiated, and transformed. This course will examine how people use language to enact different cultural, social, or linguistic identities, and how language ideologies impact the understanding and reception of those enactments. We will also explore how people's language beliefs and practices support or challenge dominant power structures and mainstream discourses. Readings will include critical theoretical perspectives on language and discourse, focusing on topics that include multilingualism, code-switching, language loss, microaggressions, and domestic and global language policies.

MLAR 7215 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 7220 Digital Cultures (3)
This course will critically explore participation in digital communities, including social networks, blogs, intellectual, political and civic collaborations, and emerging digital cultures and art forms. Through sociocultural perspectives on multimodal discourses, we will examine the relationship between technology and culture, community, identity/representation, language and power, and social activism in global digital communities.

MLAR 7235 Women in Global Societies (3)
This course engages with transnational, postcolonial, Black, and Chicana feminist theories to examine how different sociopolitical contexts intersect with women's experiences around the world. In particular, we consider how place, nationality, sexuality, religion, culture, and class impact women's everyday lives while analyzing how women navigate and challenge dominant social structures. Course topics will focus on the experiences of women in relation to identity, migration, representation, and economic development.

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.

Tulane University

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. byMLAR 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 Masters Research (3)
Research in Liberal Arts Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Media & Design (MDES)

MDES 1100 Introduction 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.

MDES 1120 Media Writing (3)
The media writing course is designed to develop students' communication writing skills and styles in an effort to communicate with and reach diverse audiences. The course includes an overview of basic rules for becoming a better writer, journalistic writing with an emphasis on Associated Press style, and a comprehensive look at the types of writing assignments that communications professionals use to communicate with diverse audiences.

MDES 1940 Transfer Coursework (0-4)

Maximum Hours: 99

MDES 2000 Media & Design Assessment I (3)
This course provides students the opportunity to master skills within lower-level coursework as determined by faculty advisors. Students may take this course with permission by the Department Chair.

MDES 2110 Media Ethics & Equity (3)
Studying media ethics is central to understanding the pervasive nature that media play in our lives and the impact that the decisions of media practitioners have on society. Ethics play an integral role in every decision we make – from content creation to audience selection. This course begins with a discussion of traditional moral theory and ethical philosophies and applies them to modern-day issues in 21st century media. Topics include truth in media, privacy, social justice, framing the news and current events, media ownership, stereotyping and representation in film, television and advertising, as well as communications law, the Internet and digital media. Media literacy will be a central theme throughout the course and students will be presented with case studies about events and issues and will examine the decisions and implications on society. Ultimately, students are encouraged to become active users of media and, ultimately, content creators whose diverse, equitable and inclusive lens can create actionable change in society.

Prerequisite(s): (MDES 2200 and 3220).

MDES 2120 Media 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.

MDES 2200 Principles 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.

MDES 2210 Media Research (3)
This course is designed to introduce students to mass media research including equipping students with the tools needed to develop a strategic communications plan including execution and evaluation. The primary focus of the class is on using research for advertising and public relations campaigns. Students will learn about the various types of research, research methods – content analysis, focus groups, in-depth interviews, surveys and experiments – and gain experience with the statistical methods most often used to analyze data.

MDES 2300 Digital Media Principles & Strategy (3)
This course will provide students with an understanding of how goals, audience, and metrics define a strategic approach to online communication and how specific channels, platforms, and tactics are used to achieve that strategy. The course will also focus on the key components of planning and creating an effective inbound strategy to reach an organization's audience.

MDES 2310 Influencer Strategy (3)
This course is designed to introduce students to the basic concepts, strategies, tactics and procedures of influencer marketing - a type of social media marketing that uses endorsements and product mentions from influencers. Course topics will include how to evaluate and decide when and how to work with influencers and how to leverage their social proof to reach your brand's following.

MDES 2400 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.

MDES 2401 Business of Media and Design (3)
Advertising is all about spends: media spends, agency fees, and production expenses. In this course, students will be exposed to the wide array of costs associated with advertising. We'll take a look at what comprises freelance and agency rate structures; how media is planned, placed, and compensated for; and how production costs and billing structures can be approached. This course will further expose the business side of advertising through developing an understanding of building viable scopes, budgets and timelines that are economically sound for both the agency and the client.

Prerequisite(s): MDES 2400.

MDES 2910 Special Topics in Strat Comm (1-3)
Special topics in strategic communication.

Maximum Hours: 99

MDES 3210 Digital 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): MDES 1100, 1120, 2110, 2200 and 2210.

MDES 3220 PR 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): MDES 1100, 1120, 2110, 2210, 2120, 2200, 3210 and 3240.

MDES 3230 Media Relations (3)
This course is designed to help you better understand the role and practice of media relations and messaging in the private and public sector. Whether working in corporate, non-profit or governmental organizations, students will learn to research media and reporters, develop messages, build strategic media plans, generate media coverage, serve as spokespersons, handle crisis situations, and use digital media strategies to achieve the desired goals.

Prerequisite(s): (MDES 1120, 2200, 3210 and 3220).

MDES 3240 PR Case Studies (3)
This course studies real-life public relations cases and campaigns with discussions on why some campaigns succeed and others fail. Special attention is given to contemporary cases and to development of the tools necessary for effective campaigns including the importance of research, objectives, programming and planning.

Prerequisite(s): MDES 1100, 1120, 2110, 2200 and 2210.

MDES 3250 Non-Profit Communication (3)
Non-Profit Marketers wear many hats. In this day and age, non-profit marketers need to have a variety of skills to fulfill their role, and the outcomes that are needed. They are one of the main ways that an organization reaches its audiences. It includes: public relations, advertising, special event planning, social media, and consumer relationship building. This course will examine how organizations use their marketers to publicize who they are, their mission, and reach donors.

Prerequisite(s): MDES 1100, 1120, 2110, 2200, 2120, 2210, 3210 and 3240.

MDES 3260 Health Communication (3)
This course is designed to address the concepts and functions of health communication. Upon completion, students will have created a strategic health communication plan that can be used by a local organization to address the organization's stakeholders to increase behaviors that lead to positive health outcomes and decrease those that are adverse to their well-being.

Prerequisite(s): MDES 1100, 1120, 2110, 2120, 2200, 2210, 3210 and 3240.

MDES 3270 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): MDES 2200.

MDES 3280 Crisis Communication (3)
This course will focus on the communication professional's role and responsibilities during a crisis. This class will in equal parts address what constitutes a crisis, which stakeholders are impacted during a crisis, how to manage the crisis and what happens when the crisis is "over." During a crisis, time is of the essence. Thus, students will be presented with several crisis scenarios throughout the class and will be asked to address them preparing them to aid in providing strategic counsel in crisis situations.

Prerequisite(s): MDES 1100, 1120, 2110, 2200, 2210, 2110, 2120, 3210, 3240 and 3220.

MDES 3300 Creating Digital Content (3)
This course will teach students how to think critically when developing digital content for different online channels and platforms, including long-form writing, short-form copy and headlines, images, infographics, and long-form videos and short clips.

Prerequisite(s): DDSN 2103 and MDES 2300.

MDES 3310 Digital Media Analytics & Reporting (3)
This course will take a deeper look at developing metrics, reporting tactics, and evaluating results of digital media and marketing communication campaigns. Students will have hands-on access to multiple platforms that track performance on different channels (social, paid media, email, etc.) and will analyze and report results.

Prerequisite(s): MDES 2300, 2210, 3300, 3450 and 2110.

MDES 3320 CRM and Digital Media (3)
This course is designed to present how customer relationship management (CRM) software is used to manage customer and audience relationships with digital media and marketing communication strategies, campaigns, and tactics. Students will learn and evaluate different CRM and engagement database platforms and develop strategies, tactics, and processes to help manage relationships with an organization's customers, constituents, and audience.

Prerequisite(s): DDSN 2103, MDES 2300 and 3300.

MDES 3330 SEO & SEM Strategies (3)
This course will present the basic principles of Search Engine Optimization, Search Engine Marketing, and Paid Media. It will focus on both creative and technical applications and strategies guided by industry research and best practices. Students will have hands-on access to the platforms available to research, build, and measure digital media effectiveness across platforms.

Prerequisite(s): DDSN 1100, 2103, MDES 2300, 2110, 2210, 3300, 3450, 3310 and 3320.

MDES 3333 Advancement Review (0)
This course will prepare students for the advancement review through advising and portfolio preparation. Students are expected to take this course as a pre-requisite or concurrently with MDES 3240 PR Case Studies or MDES 2210 Media Research.

MDES 3440 Project Management for Advertising (3)
This course is designed to expose students to the ways in which an advertising agency functions, specifically how work flows through it and how various roles impact agency output. Working and collaborating with others is part and parcel of the strategic communications industry and understanding the process will help students understand the value that each member of the team brings to the campaign's success. Exploring the role that both the traffic and production departments play in an agency or campaign setting will further students' grasp of the dynamic between the various departments.

Prerequisite(s): MDES 2400 and DDSN 2103.

MDES 3450 Brand & Campaign Strategy (3)
This course is designed to introduce students to the foundations of building memorable brands and effective campaigns. We'll address the core values of brand development, from brand creation to rebrands; as well as building and maintaining relationships with the consumer, while managing client expectations. Students will examine the elements involved in campaign development from planning and budgeting, to executing and managing campaigns. This course sits on the line where creativity and feasibility meet: how to tell a story in its most effective and authentic way, while accounting for not only budgets and timelines, but where and how that message could be best received – thus maximizing reach, repetition and relevancy of dollars spent.

Prerequisite(s): MDES 2400, DDSN 2103 and MDES 2401.

MDES 3460 Media Planning & Buying (3)
This course is designed to introduce students to the basic concepts, strategies, tactics and procedures of media planning and buying. Course topics will include how to evaluate and decide where and when to buy and place advertisements to achieve an organization or clients' marketing, advertising and media objectives.

Prerequisite(s): MDES 2400, 3450 and DDSN 2103.

MDES 3900 Special Topics (3)

Maximum Hours: 99

MDES 3901 Special Topics (3)

Maximum Hours: 99

MDES 3902 Special Topics (3)

Maximum Hours: 99

MDES 4000 Media & Design Assessment II (3)
This course provides students the opportunity to master skills within upper-level coursework as determined by faculty advisors. Students may take this course with permission by the Department Chair.

MDES 4150 Capstone: Media & Design (3)
This course is designed to emulate an agency in which students in the Media + Design program will come together to produce a campaign that includes conducting research, developing a plan, implementing strategies and tactics and measuring campaign success for real-world clients. This capstone course will provide students with the ability to put into practice the skills they learned throughout their coursework and create compelling portfolio works.

Prerequisite(s): MDES 1120, 2200, 2110, 2210, 2120, 3210, 3240, 3220 and 3230.

MDES 4190 Internship: Media & Design (3)
An internship is a hands-on experience in a professionally supervised environment to further students knowledge and skills within real-world context. B.A. candidates will spend at least 100 hours working and documenting their output in the Media and Design industries directly related to their academic major. Prerequisite(s): Successful completion of Review.

Maximum Hours: 99

MDES 4200 Strategic Corporate Communication (3)
This course will focus on the role and responsibilities of the corporate communications function and the integral nature of the corporate stakeholders. Understanding the role that stakeholders – individuals or groups who have a shared interest in the success or failure of a business such as employees, customers, shareholders, local community, society, media, etc. – is critical in the entire process. In this course, students will come to understand the role that corporate communicators play.

Prerequisite(s): MDES 1100, 1120, 2200, 2110, 2210, 2120, 3210, 3240 and 3220.

MDES 4210 Portfolio: Media & Design (3)
This class is designed to assist students in the development of their professional portfolios. This course and the creation of portfolios will position students for their career opportunities after graduation. Students will curate work from their courses and/or internships to produce professional-level portfolios that reflect mastery of strategy and tactical execution. The course will also include a focus on resume development and professional networking. Professionals in the respective industries will evaluate student portfolios against the highest industry standards and students will be expected to present their portfolios at the end of the semester. Prerequisite(s): By permission of Department Chair.

MDES 4300 DMMC Studio (3)
This course will provide a hands-on, applied learning experience using digital media and marketing communications automation software suites. Students will work in groups with real-life companies and organizations to create, implement and analyze the effectiveness of their digital media and marketing communication campaign. Peers, faculty, and other industry experts will evaluate and judge the performance of the group's plan and results.

Prerequisite(s): DDSN 1100, 2103, MDES 2300, 2110, 2210, 3300, 3450, 3310 and 3320.

MDES 4400 Advertising Studio I (3)
Building on the Principles of Advertising, this course requires students to develop and present advertising campaigns that involve organizing research, establishing goals and objectives, developing creative and messaging strategies, and preparing budgets similar to what advertising agencies do on a daily basis. The projects will provide a greater mastery of advertising principles and provide students with completed projects for their portfolio.

Prerequisite(s): MDES 2400, DDSN 2103 and MDES 3450.

MDES 4401 Advertising Studio 2 (3)
Building on the Advertising Studio 1, this course requires students to continue to develop and execute strategic advertising campaigns for real-world clients that includes research, planning, implementation and evaluation. The 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): MDES 2400, DDSN 2103, MDES 4400 and 3450.

MDES 4900 Special Topics (3)

Maximum Hours: 99

MDES 4901 Special Topics (3)

Maximum Hours: 99

MDES 4902 Special Topics (3)

Maximum Hours: 99

MDES 4910 Independent Study (1-3)
This course explores special topics with the Media & Design field. 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.

Maximum Hours: 99

MDES 4990 Honors Thesis (3)

MDES 5380 Junior Year Abroad (1-20)

Public Administration (MPAD)

MPAD 6000 Public Policy Foundations (3)
This course provides an introduction to policymaking, implementation, and analysis with a focus on practices that reflect the values and priorities of diversity, equity, and inclusivity. Emphasis will be on policy within local and urban contexts. Topics will include the impact of public, nonprofit, and private sectors on policy decisions; advocacy; contemporary critical issues; foundations of policy analysis; and the politics of the policy process. Students will be introduced to the fundamental theoretical frameworks used to describe public policy development processes, as well as to contemporary critiques of those frameworks.

MPAD 6100 Technology and Civic Sector Leadership (3)
This course examines the relationship between society, technology, and public administration professions, and how leaders effectively utilize contemporary and evolving technologies. Emphasis will be on local and urban contexts. It will explore the challenges and opportunities presented by technological emergence and advancements along with the impact of technology on public administration considerations and practice. Topics will include: public infrastructure; use and analysis of data collection; privacy issues; artificial intelligence and other innovations; implications of contemporary technologies for policy and regulation; technology ethics; data breaches and crisis management; and other emergent contemporary issues and contexts.

MPAD 6110 Data-Informed Leadership, Management, and Decision-Making (3)
This course examines the use of data in strengthening the effectiveness in public service organization leadership, management, programming, and decision-making. Emphasis will be on local and urban contexts. It will explore tools and approaches to collecting, analyzing, and communicating data. Topics will include data collection, use and analysis, policy implications, contemporary issues, innovations, contexts, ethics, and leadership/management skills and capabilities. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by data-informed leadership and decision-making.

MPAD 6120 Public Organizational Leadership, Cross-Sector Partnerships, and Stakeholder Engagement (3)
This course will examine both theories and practice approaches of public service organizational leadership, management frameworks for cross-sector partnerships, and stakeholder engagement at global, national, state and local levels. Emphasis will be on local and urban contexts, with students analyzing specific cases from New Orleans. It will explore organizational management; leadership, culture, and structure in complex internal and external contexts, cultivation of internal and external stakeholders, best practices and pitfalls in translating from one sector to another, systems thinking, public interest communication, new models of cross-sector collaboration, and approaches to foster community and partner buy-in and cooperation; the strategic planning for and management of competing and cooperative interests, approaches to identify common and conflicting goals, objectives and priorities; and strategies for clarifying, communicating, and managing goals and expectations. Topics will include foundations of leadership and management, organizational environmental awareness, organizational behavior, performance management, decision-making, individual and group management, and collaborative partnerships development and growth. Attention will be given to the interdisciplinary and cross-sector development and implementation of public service initiatives and programming.

MPAD 6130 Budgeting and Financial Management (3)
This course will examine theoretical and practical approaches in budgeting and financial management within public service organizations. It will explore strategies for ensuring alignment of resource development and management with organizational goals, objectives, and priorities; fund development strategies; evaluation of budget and financial management systems effectiveness; strategies for addressing financial management and budgeting challenges; as well as the alignment of budget analysis with organizational decision-making.

MPAD 6140 Equity, Diversity, Inclusion, and Public Service (3)
This course examines topics central to operationalizing equity frameworks and priorities within civic sector leadership and practice. It will explore strategies for the development of competencies for fostering equitable approaches to work within public service. Emphasis will be on local and urban contexts. Topics explored will include historical/social contexts related to issues of equity and impact on public sector work; cost-benefits of equity in the civic sector; equity competency rooted approaches to public service; collective and cultural narratives; intersections of equity, diversity, inclusion, and public service systems and structures. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by civic sector leadership and practice.

MPAD 7100 Educational Leadership and Policy for Changemakers (3)
This course provides an overview of leadership and policy topics especially relevant to leadership in the education sector through four modules. For the policy module, topics include federal, state, and local education policy development; the influence of law and policy on schooling over time; and the role of education leaders in policy advocacy and enactment. The course includes a module on the politics and contextual factors involved in leading in collaboration with a school board. A third module on school law provides an overview of the most significant legal issues in public elementary and secondary schools and implications for leading and decision-making. The final module centers on the effective and sustainable education leader with an emphasis on growing the ability to understand, engage, and effectively support and challenge others and creating conditions for equitable school and system transformation and governance. The course will use case studies and live cases with current education leaders to engage students authentically in the field. Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

Prerequisite(s): MPAD 6000[*], 6100[*], 6110[*], 6120[*], 6130[*] and 6140[*].
[*] May be taken concurrently.

MPAD 7110 An Introduction to Education Finance and Budgeting: Implications for Strategy, Equity, and Change (3)
This course is an introduction to public school finance and budgeting systems in the United States. Budgeting and finance impact all aspects of schooling and education and are therefore critical to education leadership at all levels. Focus areas include the budgeting process; the politics of budgeting; district and school cost drivers; revenue generation including federal, state, and local funding sources; norm-based budgeting; weighted-student funding; cost-benefit analysis; benchmarking; and "key performance indicators" (KPIs) and "objectives and key results" (OKRs). Questions include: How can budgeting reflect the values and priorities of schools and systems? What are the equity implications of education budgeting and finance? What are the economic and financial drivers that maintain or disrupt the status quo? The course will use case studies and simulations from both traditional public and charter settings with special emphasis on the New Orleans context. Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

Prerequisite(s): MPAD 6000[*], 6100[*], 6110[*], 6120[*], 6130[*] and 6140[*].
[*] May be taken concurrently.

MPAD 7120 Reimagining and Leading Education Systems for the Future (3)
This course supports education leaders in developing and communicating a vision and strategy for student success centered on excellence and equity for all. The early part of the course includes a historical overview of schooling in the U.S. and the influence of this history on the features and limitations of the current system, including the educational implications of race and poverty. The course also includes an investigation of shifts in learning, management, and equity, as well as a survey of promising systemic reforms and strategies such as integrated student supports, collective impact, and cross-sector collaboration. Key skills of effective education leaders include communicating and building support for vision and change. Students will also develop a public narrative and strategic communication plan around their vision and strategy. Questions include: What are the vision, qualities, and characteristics of future-focused, future-ready learning organizations? How can a leader move from vision to transformational change for students? The course will include a variety of texts, including interviews with leaders in the field, as well as specific instruction in design thinking and strategic communication. Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

Prerequisite(s): MPAD 6000[*], 6100[*], 6110[*], 6120[*], 6130[*] and 6140[*].
[*] May be taken concurrently.

MPAD 7130 Leading Learning (3)
The course examines leading learning as a system-level task. Focus areas include the instructional core and the centrality of the instructional task as predictive of student learning; current models of learning; challenges of improving instruction, effective management of learning systems; developing, enacting, and scaling vision for learning; and the role of evidence in decisions about practice and policy impacting learning. In addition, the course addresses the roles of the leader's identity and previous learning experiences, as well as their implications for equity and leadership. Throughout the course, students will examine current systems of learning through classroom observations, interviews with leaders in the field and case studies. What does great learning look like, and how do we create equitable systems that support and demand high-quality learning experiences and outcomes for all? Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

Prerequisite(s): MPAD 6000[*], 6100[*], 6110[*], 6120[*], 6130[*] and 6140[*].
[*] May be taken concurrently.

MPAD 7200 Nonprofits, Philanthropy, and the Civic Sector (3)
This course examines the role of nonprofits and philanthropy in advancing practice and innovation within the civic sector. The course explores multi-sector exchanges and intersections, focusing on the impact and capacity of nonprofits and philanthropic organizations to advance civic sector. Topics include historical contexts of the nonprofit sector and philanthropy; connections to social change and public policy; values, ethics, and equity; and contemporary and future-focused issues, venture philanthropy, mission-related and program-related investments, and other innovations. Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

Prerequisite(s): MPAD 6000[*], 6100[*], 6110[*], 6120[*], 6130[*] and 6140[*].
[*] May be taken concurrently.

MPAD 7210 Evaluation and Outcomes Management (3)
This course supports the development, implementation, and management of nonprofit and philanthropic organizational programs by examining theories and approaches related to evaluation and outcomes management. The course explores considerations and implications of evaluation not only from a programmatic perspective, but also the impact of dimensions of organizational performance on overall effectiveness. Focus areas include program delivery, tools, and approaches to monitoring and evaluating organizational activities and programs, systems thinking evaluation, facilitating strategic learning, developmental evaluation, determinates of effectiveness, outcome evaluations, program analysis, process evaluation, equitable evaluation, and organizational and program adaptability. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by nonprofit and philanthropic decisions and initiatives. Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

Prerequisite(s): MPAD 6000[*], 6100[*], 6110[*], 6120[*], 6130[*] and 6140[*].
[*] May be taken concurrently.

MPAD 7220 Organizational Sustainability, Leadership, and Governance (3)
This course examines both theories and practice approaches to nonprofit and philanthropic organization leadership and governance with a focus on the cultivation of organizational sustainability within dynamic civic sector contexts. Emphasis will be on local and urban contexts. The course will explore foundational nonprofit and philanthropic organization governance designs and functions along with strategies for the development and management of organizational leadership and governance that is equipped to successfully support adaptability, effectiveness, and long-term sustainability. Topics will include foundations of leadership and governance approaches; board functions, development, and management; stakeholder relationship management, leadership, and governance values and ethics; leadership planning and succession; and organizational culture, change, adaptability, and sustainability. Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

Prerequisite(s): MPAD 6000[*], 6100[*], 6110[*], 6120[*], 6130[*] and 6140[*].
[*] May be taken concurrently.

MPAD 7230 Financial Management, Resource Development, and Capacity Building (3)
This course examines theoretical and practical approaches in the financial management of nonprofit and philanthropic organizations focusing on supporting the strengthening of organizational capacity and fiscal sustainability. It will explore strategies for resource development and evaluation of budget and financial management effectiveness. Topics will include financial management and budgeting issues, resource cultivation and management, grant seeking and contract management, capacity building and sustainability issues, and fund development strategies. Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

Prerequisite(s): MPAD 6000[*], 6100[*], 6110[*], 6120[*], 6130[*] and 6140[*].
[*] May be taken concurrently.

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MPAD 7240 Foundations of Strategic Philanthropy (3)
This course examines the role of strategic philanthropic investment as a catalyst for change and innovation within the civic sector. The course explores cross-sector intersections and collaborations, focusing on the impact and capacity of strategic philanthropy and frameworks of program-related, mission-related investing. Focus areas include models of civic sector-focused strategic philanthropy, systems thinking and philanthropy, philanthropic program design for sustainable outcomes, and cross-sector philanthropic program engagement. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by philanthropic decisions and initiatives. Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

Prerequisite(s): MPAD 6000[*], 6100[*], 6110[*], 6120[*], 6130[*] and 6140[*]. [*] May be taken concurrently.

MPAD 7300 Elements of Economic Development (3)
This course will provide an introduction to economic development focusing on impact and intersections within the civic sector. The course will explore theory and practice strategies of economic development along with the implications for society and public sector professionals. Emphasis will be on local and urban contexts, with students analyzing specific cases from New Orleans. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by economic development policy and initiatives. Focus areas include strategies for the development of healthy local and regional economies, cross-sector collaborations, equity and ethics, tax incentives and regulations, workforce development, civic sector engagement in business attraction, entrepreneurship and small business development, public policy considerations and intersections, and contemporary issues in economic development. Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

Prerequisite(s): MPAD 6000[*], 6100[*], 6110[*], 6120[*], 6130[*] and 6140[*]. [*] May be taken concurrently.

MPAD 7310 Economic Development Challenges and Civic Resilience (3)
This course examines the intersections of civic resilience and economic development. The course will explore theory, systems, practices, and innovations related to civic resilience and business development. Emphasis will be on related local, regional, and national contemporary issues affecting civic sector practice. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by economic development policy and initiatives. Focus areas include dimensions of business development and related civic resilience dimensions: economy and society, infrastructure and environment, leadership and strategy, equity and ethics; and cross-sector engagement in the management of economic development challenges and resilience. Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

Prerequisite(s): MPAD 6000[*], 6100[*], 6110[*], 6120[*], 6130[*] and 6140[*]. [*] May be taken concurrently.

MPAD 7320 Economic Development and Urban Transformation (3)
This course examines economic development as a driver of sustainable civic advancement and positive urban growth. It will explore contemporary strategies with the aim of conceptualizing actionable cross-sector frameworks for transformational economic development. Emphasis will be on local contexts and the experience of New Orleans and other civic notables in urban innovation. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by economic development policy and initiatives. Focus areas include a comparative analysis of urban transformation, drivers of sustainable business development transformation in urban cities, public sector collaborations, issues of equity and ethics, intersections of data and technology, and contemporary issues. Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

Prerequisite(s): MPAD 6000[*], 6100[*], 6110[*], 6120[*], 6130[*] and 6140[*]. [*] May be taken concurrently.

MPAD 7330 Social Equity and Economic Development (3)
This course examines topics central to operationalizing social equity frameworks and priorities within economic development leadership and practice. It will explore strategies for the development of competencies for fostering equitable approaches to work within economic development. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by economic development policy and initiatives. Emphasis will be on local and urban contexts, with students analyzing specific cases from New Orleans. Topics explored will include historical/social contexts related to issues of equity and impact on economic development, equity competency rooted approaches to economic development, systemic barriers to minority-owned small business development and financing, and intersections of equity/diversity and cross-sector cooperation. Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

Prerequisite(s): MPAD 6000[*], 6100[*], 6110[*], 6120[*], 6130[*] and 6140[*]. [*] May be taken concurrently.

MPAD 7400 Environmental Policy (3)
This course provides an introduction to contemporary issues related to the natural environment and related policymaking and civic practice. Emphasis will be on environmental policy within local and urban contexts, with students analyzing specific cases from New Orleans. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by environmental challenges. Topics will include cross-sector engagement and interactions surrounding and environmental policy decisions, environmental risk solutions, funding, and advocacy. Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

Prerequisite(s): MPAD 6000[*], 6100[*], 6110[*], 6120[*], 6130[*] and 6140[*]. [*] May be taken concurrently.

MPAD 7410 Environmental Challenges and Civic Resilience (3)
This course examines the intersections of civic resilience and concerns surrounding the natural environment. The course will explore theories, practices, and innovations related to civic resilience and contemporary issues connected to environmental risks and challenges. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by environmental challenges. Emphasis will be on related local, regional, and national contemporary issues affecting civic sector practice. Focus areas include dimensions of environmental management and related civic resilience dimensions: health and well-being, economy and society, infrastructure and environment, and leadership and strategy. The course will also examine questions of environmental sustainability, equity and ethics, risk mitigation, and cross-sector engagement in the management of environmental challenges and resilience. Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

Prerequisite(s): MPAD 6000[*], 6100[*], 6110[*], 6120[*], 6130[*] and 6140[*]. [*] May be taken concurrently.

MPAD 7420 The Role of Data in Environmental Decisions (3)
This course examines the use of data in strengthening the effectiveness of decision-making related to civic sector concerns surrounding the natural environment. Emphasis will be on local and urban contexts, with students analyzing specific cases from New Orleans. The course will examine approaches to incorporating participation and perspectives of communities and individuals directly affected by environmental challenges. It will explore tools and approaches to collecting, analyzing, and communicating data. Topics will include intersections of data, equity, and decisions; management of data certainties and uncertainties in environmental decision-making; and incorporation of data into decision-making processes. Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

Prerequisite(s): MPAD 6000[*], 6100[*], 6110[*], 6120[*], 6130[*] and 6140[*]. [*] May be taken concurrently.

MPAD 7430 Social Equity and Environmental Management (3)
This course examines topics central to operationalizing social equity frameworks and priorities within environmental management practice. It will explore strategies for the development of competencies for fostering equitable approaches to civic work related to the management of environmental risks and challenges and prioritizing the inclusion of stakeholders, communities, and individuals impacted by environmental challenges. Emphasis will be on local and urban contexts, with students analyzing specific cases from New Orleans. Topics explored will include historical/social contexts related to issues of equity and impact on environmental management, equity competency rooted approaches to environmental management, intersections of equity/diversity, and cross-sector cooperation. Prerequisite(s): MPAD 6000*, 6100*, 6110*, 6120*, 6130* and 6140*. (* May be taken concurrently.)

Prerequisite(s): MPAD 6000[*], 6100[*], 6110[*], 6120[*], 6130[*] and 6140[*]. [*] May be taken concurrently.

MPAD 7900 MPA Capstone (3)
In this course, students apply concepts, theories, best practices, knowledge, and principles as learned throughout the program. Additionally, students will grapple with the complexities of public sector work by testing concepts, strategies, and approaches in real-world contexts. Through a site-based immersion project completed through options such as fieldwork, internships, civic practice labs, or simulations, students will demonstrate mastery of program objectives and course competencies. Mastery will be shown through the creation of a final written report that provides findings and focusing on civic practice implications. Report findings will be presented; presentations may incorporate design approaches and elements appropriate to audiences found in real-world public sector practice environments. MPA program students with less than three years of relevant work experience will participate in a capstone with an experiential site-based component where a project is shaped on-site and applied. Elements include issue/problem identification and related factors, strategic recommendations, key considerations, implementation approaches, analysis and evaluation, applied research methodologies, research design, data collection, and analysis and presentation.

MPAD 7905 Masters in Public Administration Residency (0)
Tulane MPA Residency provides an on-site opportunity for in-person networking, skill development and professional development opportunities while still offering the flexibility and accessibility of online education. During the Tulane MPA residency, students visit New Orleans for experiential learning, collaboration, and networking with peers, program faculty and other individuals working in civic sector careers. Programming includes lectures, workshops and events that further support the development of skills and competencies offered in the Tulane MPA curriculum. Residencies take place annually and participation is required for completion of the MPA degree. Students may complete the residency at any time in their matriculation.

Maximum Hours: 99

MPAD 7910 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7911 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7912 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7913 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

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MPAD 7914 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7915 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7916 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7917 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7918 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7919 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7920 Special Topics (1-3)
Special topics in Public Administration.

Maximum Hours: 99

MPAD 7940 Transfer Coursework (1-3)
Course Limit: 3
Maximum Hours: 9

MPAD 7950 Independent Study (1-3)
This course is for Public Administration independent study. Departmental approval is required for registration.

Course Limit: 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.

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

Professional Advancement Prior Learning (PAPL)

PAPL 1000 Portfolio Dev for Prior Learni (3)
This course helps students develop a portfolio to document learning from experience. Students describe learning from experience, such as training, work, community volunteering, and self-study, and reflect on the learning to synthesize ideas and prepare learning narratives that demonstrate learning comparable to college level courses. Course may be repeated 8 times for credit.

Prerequisite(s): ENGL 1010, 1010, 1010 or 1010.
Course Limit: 8

PAPL 2000 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 2010 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 2020 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 2030 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 2040 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 2050 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 2060 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 2070 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 2080 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Prerequisite(s): PAPL 1000.
Course Limit: 99

PAPL 6000 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Course Limit: 99

PAPL 6010 Portfolio Development (0)
Student will develop a prior learning assessment portfolio to demonstrate learning gained through previous work experience. Departmental approval required.

Course Limit: 99

School of Professional Advancement (SOPA)

SOPA 1100 Foundations of Academic Success (3)
This course is an interdisciplinary study of a student's academic success while at the Tulane School of Professional Advancement (SoPA). Students will develop the skills needed to promote academic and personal success. Topics include strengths assessment, motivation, goals, self-advocacy, self-managment, and well-being. Students will also identify the campus resources and support services available to them. At the end of the course, students will create their own academic success toolkit that they can use throughout their time at SoPA. Upon successful completion of this course, students also be able to access a student success portal, in order to receive updates and reminders that build upon their created academic success toolkit.

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 2100 Comparative Race & Ethnic Relations (3)
In 1903, American sociologist W. E. B. Du Bois made his prescient statement, on the launch of his seminal book The Souls of Black Folk: "the problem of the Twentieth Century is the problem of the color-line." Can we make this claim in the Twenty-First Century? To answer this question, we will compare race and ethnic relations in the United States, with a focus on understanding how race and racism shape our lives. We will discuss historical accounts of the social constructs of race and ethnic groups and examine current issues of individual, institutional, and systemic racism, media representations of race and ethnicity, racialized forms of migration, racial inequalities, and environmental racism. We will also make connections between race, gender, and social class to understand how they work together in creating inequalities and shaping our identities.

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PASO 2200 Environment & Society (3)
There is no relationship more important to society than the one we have with our natural environment. From how we extract natural resources necessary for everyday life to where we put our waste products, from how we produce our food to where we go on vacation, our dependence on and perceptions of the environment are fundamental to every aspect of our lives. This course focuses on society-environment relations across the globe. We begin by reading about and discussing some conceptual issues that are central to our understanding of society-environment relations. These include the concept of sustainability, environmental resources, political economy, social construction of nature, and environmental justice. We then examine several important society-environment relations, including energy use, agriculture and food, and conservation.

PASO 2912 Special Topics (3)
Special Topics in Sociology. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PASO 2913 Special Topics (3)
Special Topics in Sociology. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PASO 2914 Special Topics (3)
Special Topics in Sociology. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PASO 2915 Special Topics (3)
Special Topics in Sociology. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PASO 2990 Social Science Research Methods (3)
In the last several years, people have said that they have done "research" to come to conclusions. Often, this lay usage of "research" refers to doing some internet searches and watching YouTube videos; these searches and video viewings often result in the person justifying an existing belief, as the person chooses sources that align with what she or he already thinks. As you will learn in this course, that is not research. Research is a systematic endeavor. The researcher uses established practices to test an idea or hypothesis or generate a new theory. Evidence gathered through research may disconfirm a hypothesis. Because "research" has taken on this lay usage, it is important to become knowledgeable about what research is, what practices constitute research, and how one can assess the quality of research. This course will introduce you to the concept of research, research terminology, research ethics, and various research methods. For each method, you will learn about the strengths and limitations of each approach and what types of research questions a method can (and cannot) address.

PASO 3100 Urban Space Place & Inequality (3)
This course explores the theoretical and methodological formulations of space and place and their relevance for sociological and social analyses. We will study the relationship of space/place to inequality as manifested in different guises around the world: spatial polarization, architecture, urban planning and design, spatial integration, symbolic space, etc. Throughout the course, we will pay close attention to how space and place intersect with inequality and how challenges to inequality are leveled through spatial approaches. How does the urban experience vary for different groups of people (by gender, race, ethnicity, class, sexuality)? Why? What explains the processes of urbanization and suburbanization? Who controls public space? How do different cities respond to the needs of the poorest residents, and what shapes these responses? How did (do) cities around the world come to develop and grow? What is the role of gentrification? These are some of the questions we'll address in this course.

PASO 3200 Sociology of Travel and Tourism (3)
This course examines the relationship between tourism and social life from a sociological perspective, the root idea being that it is natural for human beings to make contact with other human beings and societies to create leisure institutions to engage in cultural exchange and enjoyment. This course will examine tourist practices and how they are shaped and made meaningful within a social context. As we investigate why people travel, how they travel, and what they do while they are "on the road," we will see that tourism is not on the margins of the social world, but rather profoundly interconnected with everyday social life, from the personal to the global. Through readings, discussing, and writing, we will explore the ways tourism is a material, symbolic, and political representation of many of the features of contemporary society's achievements and ills: modernity and postmodernity, consumption and cultural commoditization, the aestheticization of everyday life, democratization and social inequalities, questions of authenticity, embodiment and identity, gender relations, technology, social mobility and power, and globalization.

PASO 3210 Global Inequality (3)
This course introduces students to the relations among globalization and inequality and globalization, with a focus on implications for the developing world. Among topics for study are the world distribution of income, across and within countries; concepts of inequality (income, opportunity, mobility, capabilities, horizontal inequality); the implications of global trade and capital markets for inequality within developing countries; the consequences of inequality for growth and for political institutions in developing countries; the effects of global market failures and differences among countries in economic power on trade, capital, intellectual property, international migration, climate and other global regimes; and the role of global economic institutions (IMF, World Bank, bilateral aid programs) in addressing unequal opportunity and global market failures.

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PASO 3220 Brazilian Society (3)
This course is designed as an interdisciplinary and critical introduction to the history, society, literature, and culture of Brazil, the largest nation of Latin America. Students will learn about Brazil's colonial experience as the only Portuguese colony in the Americas, its unique experiment with monarchical institutions in the nineteenth century, and the trajectory of its uneven modernization in the twentieth century. The course will examine diverse topics including contemporary race relations, gender, sexuality, religion and spirituality, class conflict, migration, and various aspects of Brazilian cultural production and performance, as reflected in film, music, literature, and other forms of popular culture.

PASO 3230 Sociology of Gentrification (3)
Why are rents up? Where are all the people who used to live in this neighborhood? Why was your favorite coffee shop replaced by a bank? What exactly is a hipster? These are all questions swirling around the topic of gentrification. Ruth Glass coined the term "gentrification" in 1964 to describe changes she was seeing in London, in particular the fact that "one by one, many of the working class quarters of London have been invaded by the middle classes." A physical and social transformation of urban neighborhoods, gentrification might have gotten its name in the 1960s, but it has its roots in social processes that run from the early twentieth century through today. In this class, we will explore the causes and consequences of gentrification, with a focus on the United States. In addition to thinking about what gentrification is, we will think about how urban theorists have conceived of gentrification, and how these conceptions shape debates on the contentious topic.

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.

PASO 3911 Special Topics (3)
Special Topics in Sociology. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PASO 3912 Special Topics (3)
Special Topics in Sociology. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PASO 3913 Special Topics (3)

Maximum Hours: 99

PASO 3914 Special Topics (3)
Special Topics in Sociology. Course may be repeated unlimited times for credit.

Maximum Hours: 99

PASO 3915 Special Topics (3)
Special Topics in Sociology. Course may be repeated unlimited times for credit.

Maximum Hours: 99

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 playwrighting. 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.

PATR 2911 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.

FACULTY

This listing includes Tulane University full-time employees with faculty status, visiting faculty, and postdoctoral fellows at the time of publication.

A

Abboud, Elizabeth Rachael
Senior Professor of Practice
PhD, Tulane University

Abdalian, Susan E
Professor
MD, Tulane University

Abdel-Mageed, Asim B
Professor
PhD, Kansas State University

Abdelghani, Abdelghani A
Professor
SCD, Tulane University

Abdelghani, Ramsy
Assistant Professor
MD, Jordan University of Science and Technology

Abdulnour-Nakhoul, Solange
Associate Professor
PhD, American University of Beirut - Lebanon

Abramowitz, Benjamin
Postdoc Fellow

Adams, Katherine Ann
Associate Professor
PhD, Florida State University

Adams, Michele Ann
Associate Professor
PhD, University of California-Riverside

Adderley, Laura R
Associate Professor
PhD, University of Pennsylvania

Addis, Adeno
Professor
SJD, Yale University

Adjerid, Khaled
Professor of Practice
PhD, Virginia Polytech Institute & State University

Ager, Richard D
Associate Professor
PhD, University of Michigan

Agnew, Jeffrey
Senior Professor of Practice
PhD, Louisiana State University

Aguilar, Rodolfo Jesus
Professor of Practice
PhD, North Carolina State University-Raleigh

Ahmad, Saleem
Postdoc Fellow

Ahmed, Islam
Visiting Lecturer
MA, Universite Saint-Joseph De Beyrouth

Ahmed, Muhammad Iqbal
Assistant Professor
MD, Jinnah Sindh Medical University, Pakistan

Aidi, Yasmina
Assistant Professor
PhD, Princeton University

Aidoo, Fallon S
Assistant Professor
PhD, Harvard University

Akingbola, Olugbenga A
Professor
MD, University in Ibadan, Nigeria

Al-Huq, Rafed A
Visiting Lecturer
ABD, University of Missouri-Kansas City

Alai, Hamid R
Assistant Professor
MD, Johns Hopkins University

Alam, Md Ashad
Instructor
PhD, Graduate University for Advanced Studies, Japan

Albert, Julie
Associate Professor
PhD, University of Delaware

Albrecht, Thomas
Professor
PhD, University of California-Irvine

Alcina, Kristi B
Instructor
MSN, Loyola University New Orleans

Alday Sanz, Ignacio N
Dean
MARCH, Polytechnic University of Catalonia, Spain

Alencar, Allan Kardec N
Postdoc Fellow

Alexander, Marie V
Instructor
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