

Law School Catalog 2023–2024



TABLE OF CONTENTS

2023-2024 University Catalog	2
The University	3
Graduate Degrees and Professional Programs	12
Office of Graduate and Postdoctoral Studies	12
Academic Policies	12
Master's Programs Requirements	20
Ph.D. Program Requirements	23
Graduate Programs	27
School of Law	34
Juris Doctor	62
JD Certificates	63
Civil Law Certificate	63
Environmental Law Certificate	64
International and Comparative Law Certificate	64
Maritime Law Certificate	65
Sports Law Certificate	65
Master of Laws	66
Admiralty, LMA	67
American Law, AML	68
Energy & Environment, MEL	68
General Law, LLM	69
International and Comparative Law, LMI	69
Master of Jurisprudence	70
Energy Law, MJ	70
Environmental Law, MJL	70
Labor and Employment, MJ	71
Doctor of Juridical Science	72
Course Descriptions	74
Admiralty Law (ADMR)	77
Energy Law (ERGL)	78
Global Development (GDEV)	80
Labor & Employment Law (EMPL)	80
Law Clinical Courses (CLIN)	83
Law First Year Courses (1LAW)	86
Law Mini Courses (MINI)	87
Law Non-Classroom Courses (NCLS)	90
Law Special Courses (LAWS)	91
Law Summer Program in Germany (LGER)	93
Law Upperclass Electives (2) (2LAW)	93

Law Upperclass Electives (3) (3LAW)	94
Law Upperclass Electives (4) (4LAW)	98
Faculty	116
Index	170

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](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.

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

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

The 17-member board authorized to administer the Tulane Educational Fund decided to revitalize the struggling University of Louisiana instead

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

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

In 1894, Tulane moved to its present campus on St. Charles Avenue, five miles by streetcar from its former site in downtown New Orleans. At about the same time, the Richardson Memorial Building was built on Canal Street to house the medical school. Some medical classes were moved to the uptown campus, but clinical teaching remained downtown. The medical school was split between campuses until a major reorganization in the 1960s. For a quarter of a century, Newcomb College was located on Washington Avenue in the Garden District. In 1918 it, too, moved uptown to join other divisions of the university. Around the turn of the century, Tulane's curriculum grew as several new professional schools were established, including the Deep South's first schools of architecture, business, and social work. City officials frequently consulted the College of Technology, which became the School of Engineering, on construction techniques and soil conditions. Engineering alumnus A. Baldwin Wood designed the famous Wood screw pump that helps drain New Orleans in times of torrential rains and flooding. The first student yearbook, *Jambalaya*, and the first *Tulanian*, the alumni magazine, were published. The Alumni Association was founded with 800 members, and significant contributions to the university financed new buildings, library holdings and research facilities. The Middle American Research Institute, founded in 1924, became a pioneer in Central American archaeology and anthropology, excavating and restoring the Mayan village of Dzibilchaltun in the Yucatan.

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

As early as the 1890s, Tulane offered free lectures and classes to the New Orleans community. This commitment to community service was reaffirmed in 1942 with the founding of University College, now

the School of Professional Advancement, which offers educational opportunities for working adults.

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

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

The plan had at its center:

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

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

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

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

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

The many major building projects under Fitts include the more than \$35 million Goldring/Woldenberg Business Complex; the transformation of Mussafer Hall into the central location for services dedicated to student success; the building of new residence halls; and construction of The Commons, a three-story, \$55 million, 77,000-square-foot marvel

that 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).

University Administration

Michael A. Fitts

President of the University
J.D., Yale University

Robin Forman

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

Patrick Norton

Sr. Vice President and Chief Operating Officer
M.A., Columbia University

Academic Affairs

Michael Cunningham

Associate Provost
Ph.D., Emory University

Laila Hlass

Associate Provost for International Affairs
J.D., Columbia Law School

M.A. Krousel-Wood

Associate Provost
MD, Louisiana State University

Anneliese Singh

Associate Provost, Faculty Development and Diversity/Chief Diversity Officer
Ph.D., Georgia State University

Newcomb-Tulane College

Mollye Demosthenidy

Dean
J.D., Tulane University

Kelly Grant

Senior Associate Dean, Retention & Strategic Initiatives
M.A., University of New Orleans

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

School of Architecture

Iñaki Alday
Dean
M.Arch., Polytechnic University of Catalonia, Barcelona

Scott Bernhard
Associate Dean, Academics
M.Arch., Rice University

Richard Campanella
Associate Dean, Research
M.S., Louisiana State University

A.B. Freeman School of Business

Paulo Goes
Dean
Ph.D., University of Rochester

C. Edward Fee
Senior Associate Dean, Faculty
Ph.D., University of Florida

Xianjun Geng
Senior Associate Dean, Academic Programs
Ph.D., University of Texas at Austin

School of Law

David Meyer
Dean
J.D., University of Michigan

Sally Richardson
Vice Dean, Academic Affairs
J.D., Louisiana State University

School of Liberal Arts

Brian Edwards
Dean
Ph.D., Yale University

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

Katherine Jack
Associate Dean, Research and Graduate Programs
Ph.D., University of Alberta

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

School of Medicine

Lee Hamm
Senior Vice President and Dean

M.D., University of Alabama at Birmingham

Patrice "Patrick" Delafontaine
Executive Dean
M.D., University of Geneva

N. Kevin Krane
Vice Dean, Academic Affairs
M.D., Tulane University

School of Professional Advancement

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

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

School of Public Health and Tropical Medicine

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

Christine Arcari
Senior Associate Dean, Academic Affairs
Ph.D., Johns Hopkins Bloomberg School of Public Health

David Chae
Associate Dean for Research
Sc.D., Harvard University School of Public Health

Patricia Kissinger
Associate Dean for Faculty Affairs and Development
Ph.D., Tulane University

School of Science and Engineering

Kimberly Foster
Dean
Ph.D., Cornell University

Joseph Bull
Associate Dean, Research, Faculty Affairs, and Graduate Studies
Ph.D., Northwestern University

Marie Dahleh
Associate Dean, Strategic Innovation and Program Development
Ph.D., Princeton University

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

School of Social Work

Patrick Bordnick
Dean
Ph.D., University of Georgia

Libraries and Academic Information Resources

David Banush

Dean

M.L.I.S., Wayne State University

Student Affairs

J. Davidson Porter

Vice President for Student Affairs

Ph.D., University of Maryland

Carolyn Barber-Pierre

Assistant Vice President, Multicultural Life

M.A., Bowling Green State University

Laura Osteen

Assistant Vice President, Campus Life

Ph.D., University of Maryland

Erica Woodley

Assistant Vice President and Dean of Students, Student Resources, and Support Services

M.S., Oklahoma State University

Enrollment Management

Rebecca Ancira

Associate Vice President for Enrollment Management

B.A., University of New Orleans

Michael T. Goodman

Associate Vice President for University Financial Aid

B.A., Tulane University

Colette P. Raphael

Associate Vice President for Enrollment Management and University Registrar

B.A., Tulane University

Leila Labens

Assistant Vice President of Admission

M.B.A., Tulane University

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 important to maintain accurate mailing addresses. These notices may include: communications from individual schools within the university or Information Technology, bills (if requested via mail), and notices concerning academic action. It is therefore essential that any change in address be updated using the "Update Addresses and Phones" option found under Student Services on Gibson Online.

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. 12)) 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 (p. 12)

Graduate Programs (p. 27)

Academic Policies (p. 12)

Master's Programs Requirements (p. 20)

Ph.D. Program Requirements (p. 23)

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 woman¹ 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.

Eligibility

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.

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 pursuing 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 appointed 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

* 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: <http://tulane.edu/ogps/graduate-council.cfm><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 (p. 34)
- School of Medicine (<https://catalog.tulane.edu/medicine/#academicpolicies>)
- School of Social Work (<https://catalog.tulane.edu/social-work/#academicpolicies>)

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.

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 fulfill 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://digitalibrary.tulane.edu/theses_and_dissertations (https://digitalibrary.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 (p. 34)
- 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 (<https://catalog.tulane.edu/professional-advancement/>)

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/>)
- 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 (p. 67)
- American Law, AML (p. 68)
- Doctor of Juridical Science (p. 72)
- Energy & Environment, MEL (p. 68)
- Energy Law, MJ (p. 70)
- Environmental Law, MJL (p. 70)
- General Law, LLM (p. 69)
- International and Comparative Law, LMI (p. 69)
- Juris Doctor (p. 62)
- Labor and Employment, MJ (p. 71)
- Master of Jurisprudence (p. 70)

Certificate Programs

- Civil Law Certificate (p. 63)
- Environmental Law Certificate (p. 64)
- International and Comparative Law Certificate (p. 64)
- Maritime Law Certificate (p. 65)
- Sports Law Certificate (p. 65)

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/>)
- 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/>)
- 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 (<https://catalog.tulane.edu/professional-advancement/emergency-security-studies/emergency-management-mpr/>)
- 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 (<https://catalog.tulane.edu/professional-advancement/kinesiology/health-wellness-management-mpr/>)
- Homeland Security Studies, Master of Professional Studies (<https://catalog.tulane.edu/professional-advancement/emergency-security-studies/homeland-security-studies-mpr/>)
- Information Technology Management, Master of Science (<https://catalog.tulane.edu/professional-advancement/information-technology/information-technology-mpr/>)
- Joint Degree in Public Administration / Sustainable Real Estate Development, MPA/MSRED (<https://catalog.tulane.edu/professional-advancement/public-administration/public-administration-mpa-msred/>)
- Learner Experience Design Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/teacher-preparation/learning-experience-design-certificate/>)
- Liberal Arts, Master of Liberal Arts (<https://catalog.tulane.edu/professional-advancement/humanities-social-sciences/liberal-arts-mla/>)
- 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 (<https://catalog.tulane.edu/professional-advancement/public-administration/public-administration-mpa/>)

- 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 (<https://catalog.tulane.edu/professional-advancement/kinesiology/sport-studies-mpr/>)
- Teaching English Learners Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/teacher-preparation/teaching-english-learners-certificate/>)

Certificates

- Advanced Emergency Management Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/emergency-security-studies/advanced-emergency-management-certificate-graduate/>)
- Corporate Wellness Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/kinesiology/corporate-wellness-cert/>)
- Cyber Defense Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/information-technology/cybersecurity-cyber-defense-cer/>)
- Cyber Leadership Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/information-technology/cybersecurity-cyberleadership-cer/>)
- Cyber Technology Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/information-technology/cyber-tech-cer/>)
- Data Science & Cloud Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/information-technology/data-science-cloud-cer/>)
- Economic Development Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/public-administration/economic-development-cer/>)
- Emergency Management Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/emergency-security-studies/emergency-management-certificate-graduate/>)
- Environmental Management & Resilience Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/public-administration/env-mgmt-resilience-cer/>)
- Health Leadership Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/kinesiology/health-leadership-cer/>)
- Health Strategy and Financial Management Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/kinesiology/health-strategy-financial-management-cer/>)
- Intelligence Studies Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/emergency-security-studies/intelligence-studies-certificate/>)
- IT Strategic Planning Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/information-technology/it-strategic-planning-cer/>)
- K-12 Education Leadership Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/public-administration/k-12-ed-leadership-cer/>)

- Nonprofit and Strategic Philanthropy Management Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/public-administration/npo-strat-phil-mgmt-cert/>)
- Open Source Intelligence Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/emergency-security-studies/open-source-intelligence-cer/>)
- Security Management Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/emergency-security-studies/security-management-certificate-graduate/>)
- Sport Administration Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/kinesiology/sport-administration-cert/>)
- Sport Coaching Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/kinesiology/sport-coaching-cert/>)
- Sport Security Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/emergency-security-studies/sport-security-certificate-graduate/>)
- Technology Architecture Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/information-technology/technology-architecture-cer/>)

- Environmental Health Sciences, MSPH (<https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/environmental-health-sciences-msph/>)
- 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-mp/>)
- 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-mp/>)
- 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-mp/>)
- Health Systems Management, MPH (<https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-systems-management-mp/>)
- Industrial Hygiene, MSPH (<https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/environmental-health-industrial-hygiene-msph/>)
- International Health & Sustainable Development, MPH (<https://catalog.tulane.edu/public-health-tropical-medicine/international-health-sustainable-development/international-health-mp/>)
- 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-mp-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-mp/>)
- Maternal and Child Health, MPH (<https://catalog.tulane.edu/public-health-tropical-medicine/social-behavioral-and-population-sciences/maternal-child-health-mp/>)
- 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-mp-msph-mphtm/>)
- Medical Management, MMM (<https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/medical-management-mmm/>)

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-msph/>)
- 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-mp-msph-mphtm/>)
- BSPH/MPH or MSPH or MPHTM or MHA Combined Degree (<https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bsph-mp-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-mp/>)
- 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-mp/>)

- Nutrition, MPH (<https://catalog.tulane.edu/public-health-tropical-medicine/social-behavioral-and-population-sciences/nutrition-mp/>)
- 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-mp/>)
- 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/>)

- 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/>)

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

- 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/>)

- 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 LAW

Overview

Mailing Address

Weinmann Hall
6329 Freret Street
New Orleans, LA 70118

Administrative Office

Dean: David D. Meyer
Vice Dean: Sally Brown Richardson
Phone: (504) 865-5961
Web Site: <https://law.tulane.edu/>

Tulane Law School is the nation's 12th oldest law school. From its founding in 1847, Tulane has always prided itself as a place of intense creativity and innovation in the study of law.

Its location in Louisiana, the country's sole civil-law jurisdiction, gives Tulane a distinctive understanding of the interaction of different legal systems and is the foundation for Tulane's world-renowned strength in international and comparative law. The unique exposure our students gain to both the common law of the Anglo-American tradition and the civil-law systems that dominate the rest of the globe is an increasingly powerful advantage in a world in which business, governance, and law practice are increasingly transnational.

The distinctively global perspective of Tulane Law is enlivened by a student body drawn from approximately 25 countries, by Tulane-led academic programs in a half-dozen countries abroad, and by an international faculty whose scholarly distinction ranges from advising on constitutional design in Iraq, Egypt, and Tunisia, and legal barriers to Russian gas pipelines to Europe, to intercultural negotiation of legal and political conflicts.

Yet, Tulane Law pairs that global perspective with a deep commitment to its own community and to equipping students with the practical skills and judgment they need to make a difference in their careers.

The first law school in the nation to require pro bono service of all students, Tulane is a leader in preparing students for practice through service to others.

An early leader in clinical legal education, Tulane Law continues to offer five live-client clinics and now offers students a growing array of creative experiential-learning opportunities – including an intensive, one-week simulation of law practice through a Lawyering Skills Boot Camp, a Business Literacy Boot Camp for 1L students, and externships across the globe.

This distinctive approach to legal education, both global in outlook and grounded through professional skills training in service to our own community, prepares Tulane Law alumni for leadership in their careers wherever their passions take them.

Academic Policies

Graduate School Policies

A full description of academic policies for all students in Graduate Programs (p. 12) can be found in the Office of Graduate and

Postdoctoral Studies section of this catalog. Students should review these policies thoroughly.

School of Law Policies Academic Standards

Basis for Dismissal Because of an Unsatisfactory Academic Record

The following rules establish the standards for dismissal of a JD student because of an unsatisfactory academic record at the Law School:

1. No student may remain in school who has a cumulative grade point average of less than 2.0 at the end of the first year or at the end of any subsequent semester.
2. No student may remain in school who has received more than three grades below C- during the student's first year.
3. No student may remain in school who has received more than six grades below C- during his or her first two years in residence.
4. No student may remain in school who has failed more than 10 semester hours in any school year.
5. No student may remain in school who has failed more than 15 semester hours at any time.
6. No student may graduate with a cumulative grade point average of less than 2.0.

The following rules establish the standards for dismissal of a graduate student because of an unsatisfactory academic record:

1. A graduate student will be dismissed from the graduate studies program if his or her grade point average at the end of any semester is less than 2.00.
2. A graduate student must have a cumulative grade point average of no less than 2.00 to graduate.

In addition, graduate students in specialty LLM programs (Environmental and Energy, International and Comparative, and Admiralty) also must receive passing grades in all courses listed in program materials as required for the degree.

Determination of Credit Hours Awarded for Coursework

A "credit-hour" is an amount of work that reasonably approximates not less than 750 minutes of classroom or direct faculty instruction and 30 hours of out-of-class student work. The 750 minutes of classroom or direct faculty instruction may include up to 50 minutes per credit hour of time scheduled for a final examination.

For other academic activities, including simulation, field placement, clinical, co-curricular, and other academic work leading to the award of credit hours, a "credit-hour" is an amount of work that reasonably approximates at least an

equivalent amount of work as required by the preceding paragraph.

Students seeking academic credit for participation in journals, moot court and other co-curricular activities shall ensure that a record of the work required to earn the number of credits sought is submitted in accordance with the approved policy of the co-curricular activity to the Office of Academic Services no later than the close of business on the last day of classes for the semester in which credit is sought. Upon request, students shall submit any additional evidence of such work required to justify the number of credit hours sought.

Students enrolled in clinics and field placements shall maintain a log of hours worked and submit time keeping records in accordance with clinic and externship policies administered by the Office of Experiential Learning and Public Interest Programs.

Double Credit

No student shall receive academic credit for any paper, comment, note or other written work which is the same or substantially the same as a paper, comment, note or other written work for which the student has previously received academic credit or will in the future receive academic credit in the law school.

Eligibility for Degrees

Academic Honors

JD candidates are eligible to graduate with honors under the following conditions:

1. Students whose class ranks place them within the top 10% of the graduating class may be elected by the faculty to the Order of the Coif.
2. Students who graduate in the top 33% of their class may graduate cum laude. The top 33% is determined by the number of May JD graduates each year. Cum laude is not determined by graduation rank.
3. Students who graduate in the top 12% of their class may graduate magna cum laude. The top 12% is determined by the number of May JD graduates each year.
4. Students who graduate in the top 2% of their class may graduate summa cum laude. The top 2% is determined by the number of May JD graduates each year.

LLM candidates may be eligible to receive the degree "with distinction" if they have maintained a cumulative grade point average of 3.5 or higher.

Degree Requirements for the SJD Program

In order to obtain the SJD degree, a student must fulfill the following requirements, depending on

the student's particular circumstances upon admission to the program:

1. Coursework:
 - a. Students admitted to the SJD program with a Tulane Law School Master's degree awarded five or fewer years prior to admission to the SJD program are exempt from any further coursework requirement.
 - b. Students admitted to the SJD program with a Tulane Master's degree awarded more than five years prior to admission to the SJD program must complete an additional 10 hours of coursework with a grade of B or better in each course.
 - c. Students admitted to the SJD program with a Master's degree from a law school in the United States (other than Tulane) or from an approved foreign law school in all cases must complete an additional 12 hours of coursework at Tulane.
2. All SJD students, including those exempt from some or all further coursework requirements, must be in residence for at least one year but are only required to pay full-time tuition and fees for at least one semester, typically the first semester of enrollment in the program. Students wishing to enroll in courses outside that one semester may do so on the understanding that they must pay tuition for each additional course they take.
3. Every SJD candidate must write and defend successfully a dissertation which makes an original and significant contribution to legal scholarship. Unless specifically exempted from this requirement for very exceptional circumstances by the Graduate Programs Committee, the dissertation must be complete and the defense must take place within four years from the initial enrollment in the SJD program.
4. Dissertation Committee: The committee will consist of three members one of whom is the supervisor who acts as the chair of the committee. The chair of the committee shall be a tenured member of the faculty. At least one of the other two members of the committee shall be a tenured

or tenure-track member of Tulane Law School. Under normal circumstances, all members of the committee will be Tulane Law School faculty members, but there may be cases where it becomes necessary to ask a faculty member from another department of the University or a faculty member at another institution, foreign or domestic, to join the committee. The outside member must, however, be a tenured member of the faculty at his or her home institution. The selection of the dissertation committee will be decided by the student in consultation with the chair of the committee. The committee shall be empaneled at the earliest time after the candidate has taken residence but no later than the end of the first semester of residence. As soon as the committee has been established, the chair of the committee shall notify the Graduate Affairs Committee of the names of the members of the committee. The Graduate Affairs Committee shall transmit the information to the Assistant Dean for Academic Services for record keeping.

5. Lengths of dissertations vary depending on the subject matter and the writing style of the authors, but as a general matter the length of a dissertation ranges between 200-300 pages, including appendix and bibliography. After the dissertation committee has approved the dissertation, the supervisor shall set up a meeting at which the candidate shall present an oral defense of the doctoral thesis. The dissertation committee will conduct the oral examination. The meeting for the oral defense is open to members of the Law School faculty.
6. Clinical programs, the Trial Advocacy course and externships are not open to SJD students.

*The reasons for inviting an outside member to join the committee may vary. One reason may be that there may not be the required expertise on the faculty. Alternatively, the invited member may be such a distinguished scholar in the area of the student's research that the chair and the other member of the committee may decide that inviting him or her to join the committee will considerably strengthen the

committee and improve the prospect of a first rate product.

* There may be exceptional circumstances where the chair of the committee and the second member believe that there are no suitable academics to help in the specialized area and that there was an outstanding practitioner who is an expert in the particular field of research. In those circumstances, the chair of the committee and the second member of the committee may invite the practitioner to join the committee.

Experiential Learning Requirement

Professional skills are necessary for effective and responsible participation in the legal profession. Therefore, starting with students matriculating in Fall 2016, JD candidates must successfully complete (pass) courses providing a minimum of six experiential learning credits. In order to qualify for experiential credits, an approved course must be designated as an "experiential course" as provided in Section V.H of the Student Handbook. The courses that fulfill this requirement are designated and separately listed in the registration materials.

General Degree Requirements for the JD Program

To be eligible for graduation, a JD student must have maintained a satisfactory record as defined at Section V.A., above, have completed 88 semester hours of acceptable work and have spent 6 full-time semesters in academic residence. Transfer students must earn at least 59 of the 88 semester hours at Tulane and must have spent at least 4 full-time semesters in academic residence at Tulane to receive the JD degree. The credit-hour and residency requirements for students enrolled in approved joint degree programs are set forth in Section II.B. A full-time semester is one in which a student has registered for a minimum of 10 law credits and satisfactorily completed 9 credits. Attendance and accumulation of credits at a summer school in law will not reduce the number of full-time semesters for which a student must be in academic residence.

A student who has earned 88 credits toward the JD degree may not enroll in any more courses that will appear on the student's transcript or average into the student's GPA. Thus, a student may not register for any courses after 88 credits have been earned for the purpose of increasing his/her GPA. A student who has not yet earned 88 credits toward the JD degree may register in a semester or summer school session for up to the maximum number of credits allowed during that semester or session. In such case, all of the

courses taken during that semester or session will be reflected on the student's transcript and the grades earned in all of the courses averaged into the student's GPA.

To receive any degree from the Law School, a student must receive the approval of the faculty and must have satisfied all financial obligations to the University. Students must also have completed all course requirements (i.e., paper, exam) in courses for which they have received an Incomplete as any "I" converts to "F" upon application for graduation.

To graduate, all JD students must successfully complete (pass) all of the courses in Tulane's first year curriculum and the Legal Profession course. The Professional Responsibility Seminar does not substitute for Legal Profession. Transfer students who completed their first year at another law school must take and successfully complete (pass) any Tulane first year course for which they did not take and complete a comparable course in their first year. These required first year courses and the Legal Profession course must be taken for a letter grade and may not be taken on a Pass/D/Fail basis. If, however, a student transfers from an ABA-Accredited law school that requires a two-hour rather than three-hour Legal Profession course, successful completion of the two-hour course at the student's home institution will satisfy the Legal

Profession requirement under this Section. Further, all students must successfully complete one rigorous writing project after the first year of law school, the experiential learning requirement and the pro bono service requirement. See V.D.2-4.

General Degree Requirements for the Master's Program

Candidates for all Master's degrees must satisfy the following requirements in addition to any special course requirements:

1. Satisfactory completion of 24 hours of coursework, at least 21 of which must be at the Law School, and up to three of which may be earned in a summer term. "Satisfactory completion" is defined under Academic Standards. No transfer credit can be granted. A student who has earned 24 credits towards the Master's degree may not enroll in any more courses that will appear on the student's transcript or average into the student's GPA.
2. Full-time students must complete between 10 and 12 hours of

coursework in each of two consecutive fall and spring semesters, except with special permission. Part-time students must complete between 4 and 7 hours of coursework each semester and complete the degree in four consecutive semesters, with the option of attending one summer session for up to 3 hours of coursework.

3. Students must satisfy the specific requirements of the degree program in which they are enrolled (e.g., General, Admiralty, Energy & Environment, or International & Comparative Law).
4. Students are required to write papers for at least three, but not more than nine, hours of coursework, in courses requiring or permitting completion of a paper in lieu of an exam. Directed research credit falls in this category and may be used to satisfy up to three hours of the writing requirement. Students may not receive credit for Directed Research beyond the nine-hour writing credit maximum. The course Legal Research and Writing for International Graduate Students may not be counted toward the writing requirement.¹
5. All master's degree candidates who have received the first law degree from a school outside the United States must successfully complete Introduction to American Law (2 credits) and Legal Research & Writing for International Graduate Students (1 or 2 credits), in addition to any specific degree requirements.
6. Clinical programs, Trial Advocacy course and externships are not open to graduate students subject to the following exception. Students who received a JD from a U.S. law school and who are candidates for a Tulane Law School Master's degree may apply to participate in the Environmental Law Clinic for a maximum of one semester. This is the only clinic open to graduate students, and the limitation of one semester participation is not subject to modification.
7. Students in the full-time graduate studies programs must be enrolled as full-time students at the Law School for one academic year (i.e., two full-time semesters). A full-time semester is defined as enrollment in ten more hours of coursework. Students may not pursue degrees in absentia.

8. Students must meet all financial obligations to the University.
9. Each student must, after fulfilling all other degree requirements, be recommended for the degree by the law faculty.

*Certain state bars will not award credit to international graduate students for non-classroom courses. Graduate students are advised to consult with the bar to which they plan to apply for additional guidance before registering for a Directed Research or other non-classroom credit course.

Academic Standards for Graduate Students

Graduate students are not permitted to take any course on a Pass/D/Fail basis. The work of graduate students is graded on a letter-grade scale, with quality points assigned as follows:

Grade	Description
A+	4.00
A	4.00
A-	3.667
B+	3.333
B	3.000
B-	2.667
C+	2.333
C	2.000
C-	1.667
D	1.000
F	0.000

“Satisfactory completion” requires a cumulative grade point average at Tulane of C (2.00) or higher. This grade point average must be maintained as of the end of each semester of enrollment.

Pro Bono Requirement

In addition to the academic requirements set forth above, in order to be eligible for the JD degree, each student must complete a total of 50 hours of *approved uncompensated, supervised, law-related public interest service*. It is recommended that the required 50 hours be performed at a single placement during one semester or during the summer when feasible. Students are also encouraged to do more than one pro bono placement once their first assigned placement is satisfactorily completed.

Summary: For students to receive credit towards the Pro Bono requirement, the student cannot receive remuneration or academic credit. Students may choose to contribute any number of hours in excess of the minimum required and should report all pro bono hours via the

electronic time reporting mechanism provided by the Office of Experiential Learning and Public Interest Programs. All pro bono hours will be reflected on the student’s transcript. In order to earn credit towards the Pro Bono requirement, time records and the Supervisory Form must be received by the Office of Experiential Learning and Public Interest Programs on or before the relevant deadlines, which typically occur at the end of each semester in which pro bono work was completed. Students who contribute exemplary pro bono service are recognized annually at the Pro Bono Luncheon. Additionally, each Spring, qualifying 3Ls are eligible for induction into the Pro Bono Krewe, an honorary community/society of distinguished pro bono volunteers.

Qualifying Pro Bono Service: Because the Tulane pro bono requirement is designed to instill in each student a sense of responsibility to the community when each becomes a member of the bar, a student’s work should address the needs of underserved individuals or the community-at-large. Qualifying pro bono service covers a wide spectrum of activities and locales:

1. Students may work under the supervision of private practitioners or firms where the work is performed at no cost on behalf of persons of limited means or otherwise underrepresented groups.
2. The work may be performed in the public sector on behalf of a local, state or federal government entity (e.g., the district attorney’s office, the indigent defender program, the Department of Justice, the courts, EPA).
3. Work may be performed on behalf of public-interest non-profit organizations (excluding trade organizations) qualifying under IRS sections 501c (3) and (4), which endeavor to protect rights of underrepresented persons and groups.
4. Students may contribute to a qualifying student-led organization serving public interest goals, such as VITA (tax assistance for low-income individuals through Tulane Law School), or a community legal education program benefitting low-income individuals.

Qualifying pro bono work must be law-related. Qualifying tasks include client interviewing, document drafting and review, case planning and preparation, legal research and writing, drafting of legislation or regulations, formulation of legal policy, and participation in legal education

programs in the public schools. Training time (up to 5 hours in a 50-hour placement) and limited administrative tasks, pertinent to the legal assignment, are viewed as law-related work counting toward the fulfillment of the requirement.

Students may opt for one of many placements advertised and coordinated through the Office of Experiential Learning and Public Interest Programs. Placements during the academic year are generally located in the New Orleans metro area. In addition to pre-approved placements scheduled through the Office of Experiential Learning, students may also submit an Independent Placement proposal for pro bono credit before beginning proposed volunteer work. Once determined to satisfy the law school requirement, the work may be performed in any location around the globe.

Registration holds: Third year students who have not completed their 50-hour requirement by October of the year in which they intend to graduate must be registered for a placement and submit a schedule for completing their pro bono hours before they will be permitted to register for spring classes.

Submission requirements for graduation: To be eligible to graduate, all JD students must complete the requisite number of pro bono hours on or before April 15 of the third year of law school. Completion of this requirement shall be demonstrated by appropriate submission of electronic time records reflecting the requisite minimum hours (or more) and the "services performed" in an approved placement. The Time Sheet is to be certified by the electronic signature of the student's supervising attorney. The Office must also receive the completed Pro Bono Supervisory Report form submitted by the supervising attorney and the Pro Bono Student Survey form. All forms are subject to the approval of the Associate Dean for Experiential Learning and Public Interest Programs.

Third-year students failing to complete the Pro Bono requirement by the April 15 deadline are subject to an administrative assessment of \$75.00. In addition to payment of the fee, the late student must then complete the Pro Bono requirement by April 25 to be eligible for graduation at the end of the spring semester. As there is ample opportunity to complete the Pro Bono requirement any time between matriculation and April 15 of the third year, there will be **no extension of this deadline**, absent truly extraordinary circumstances approved by the Assistant Dean of Students. Students not completing the requirement within that period

will have the opportunity to complete it thereafter and then be eligible to graduate at the end of a subsequent term (provided all other graduation requirements are also met).

Upper-Class Writing Requirement

In order to promote the further development of effective legal writing skills, emphasize the intellectual rigor required for complex legal analysis, reasoning, and argumentation, and expose students to advanced legal scholarship, each JD student must, as a requirement for graduation, successfully complete one rigorous writing project after his or her first year of law school. Successful completion is defined as earning a grade of "C" or better in a course graded on the normal grading scale or earning a "Pass" in a course that is graded Pass/D/Fail. If a grade of "C" or better is not earned in a course graded on the normal grading scale, the project does not satisfy the upper class writing requirement, even if the student has exercised the Pass/D/Fail option in the course.

The upper class writing requirement may be satisfied by successfully completing an approved seminar, course, or a directed research project approved and supervised by a faculty member. Students may also fulfill the writing requirement through production under faculty supervision of a publishable Case Note or Comment in any of the law school's journals.

In all cases, to satisfy this requirement, the student must do all of the following:

1. develop a topic, individualized research plan, and written proposal in consultation with the supervising faculty member;
2. present at least one draft of the paper to the supervising faculty member for the faculty member's critique;
3. complete at least one revision of the paper taking into account the comments and critique provided by the supervising faculty member.

The final paper must consist of no fewer than 25 double-spaced pages. The supervising faculty member must certify at the end of the project that it has been completed successfully. A copy of the final draft and certification shall be submitted to the Academic Services Office. For papers completed as a Directed Research, a copy of the written proposal and plan of research must be submitted with the final draft and certification.

Experiential Courses

All clinical courses, externship field placements, practicums and labs under the administration of the Associate Dean

of Experiential Learning and Public Interest Programs are designated as “experiential courses.”

A simulation course may be designated an “experiential course” by the Associate Dean for Experiential Learning and the Vice Dean if the course:

1. is primarily experiential in nature;
2. provides a substantial experience not involving an actual client that is reasonably similar to the experience of a lawyer advising or representing a client or engaging in other lawyering tasks in a set of facts and circumstances devised or adopted by a faculty member;
3. integrates doctrine, theory, skills, and legal ethics, and engages students in performance of one or more of the professional skills identified in paragraph (c);
4. develops the concepts underlying the professional skills being taught;
5. provides multiple opportunities for performance;
6. provides opportunities for self-evaluation;
7. includes a classroom instructional component; and
8. provides direct supervision of the student’s performance and opportunities for feedback by the faculty member.

The professional skills that may be developed in a simulation course include, without limitation, interviewing, counseling, negotiation, fact development and analysis, trial and

appellate practice, document and legislative drafting, conflict resolution, organization and management of legal work, collaboration, cultural competency, and self-evaluation.

Limitation on Non-Classroom Credits

No more than 18 credits of non-classroom work may be offered in satisfaction of the 88 hour requirement for graduation or the credit requirement for any joint degree student (see Section II.B). The following produce non-classroom credits:

1. Law Review
2. Moot Court
3. Maritime Law Journal
4. Environmental Law Journal
5. Journal of Law and Sexuality
6. Journal of International and Comparative Law
7. Tulane Journal of Technology and Intellectual Property
8. Sports Lawyers Journal
9. Senior Fellow
10. Externships (3-credit fieldwork course)
11. Directed Research

12. In 3-credit seminars, 1 credit hour is allocated to non-classroom credit.

Note—Trial Advocacy, Negotiation and Mediation Advocacy, Intersession classes and Clinic credits are not considered non-classroom hours.

Readmission

Students who have been dismissed because of an unsatisfactory academic record, as defined in Sec. V.A. may petition for readmission. Petitions from JD students will be considered by the Readmission Committee, and petitions from graduate students will be considered by the Graduate Affairs Committee. To the extent practicable, the Graduate Affairs Committee will follow the procedures listed below.

Although there is no specific format for the petition, the student should provide the committee with a detailed written account of his or her academic performance and the factors which may have contributed to it. Students who request that the Committee consider physical illness or

personal or family situations that affected their ability to concentrate on academics must submit appropriate documentation, either with their petitions or at their readmission hearings. Letters of recommendation from law professors or other persons who may have direct knowledge of the student’s legal ability may be helpful but are not required. Finally, the student should relate to the Committee specific details which he or she believes will lead to the improvement of his or her academic record if readmitted.

In addition to filing a written petition, the student has the right to appear before the Readmission Committee in person so that the appeal can be discussed in greater depth. The student may raise in the hearing only those issues discussed by the student in his or her petition. No student will be denied readmission without having the opportunity to present personally his or her petition before the Committee.

While the Committee may consider grades in summer school courses recorded subsequent to the student’s academic dismissal, the fact that such grades raise a student’s cumulative average to 2.0 or above does not require the Committee to readmit the student.

The faculty has adopted the following guidelines for students who have been dismissed for academic deficiencies. With respect to first year students, these guidelines are applicable to dismissals that occur at the end of the first year.

1. In reviewing petitions for readmission, serious consideration for readmission will be given to those with an average between 1.8 and 2.0.
2. Below 1.8, only extraordinary circumstances would justify consideration for readmission.
3. Below 1.6, only the most extraordinary circumstances would justify consideration for readmission.

If, after consideration of a petition, the student's request for readmission is granted, the Readmission Committee may impose on the student certain academic conditions that must be met in order for the student to regain and remain in good standing. If these conditions are not met, the student is again subject to dismissal. If a student readmitted for the third time is again dismissed, he or she cannot petition for readmission.

If a petition is denied by the committee, the petitioner may appeal to the Dean by submitting a written appeal within ten business days of the Committee's decision, provided the decision has been communicated by telephone or certified mail at the address provided by the student. Review by the Dean shall be limited to matters raised in the petition or that are part of the hearing record. The Dean has the authority to affirm the denial or to refer the matter to the faculty as a whole. If a student desires a personal conference with the Dean, a written appeal must be submitted prior to scheduling a conference.

If a petition is denied by the Committee or the Committee's decision is affirmed by the Dean, the student may again petition for readmission in a subsequent semester, provided the student can show that his or her graduation can occur within the five calendar year limit specified in Section II.A.

Notation of a student's dismissal from the Law School is printed on the student's transcript and is maintained as a permanent part of the record even if the student is readmitted.

Classes and Registration

Adding and Dropping Courses

Subject to the general rules regarding registration, upper-class students may add or drop a course without permission during the first two weeks of the fall and spring semesters (one week in the summer). During the third and fourth weeks of the fall and spring semesters, students must obtain permission from the Assistant Dean of Students to drop a course. After that, students will be permitted to drop only in exceptional and compelling circumstances, in which case they will receive a "W" on their transcript indicating that they withdrew. The compelling circumstances exception does not apply to classes taken in the first year. First year students cannot drop any courses while classes are in session and remain in school. Students must drop mini-courses before the 4th class meeting. A course that is dropped in the first two weeks of classes, or before the 4th class meeting for mini-courses, will be removed from the student's transcript.

Students in simulation courses (Negotiation and Dispute Resolution, etc.), seminars, and Trial Advocacy may only drop those courses after the first two weeks of the semester if extraordinary circumstances exist.

Students who accept a clinic, externship, lab, practicum, or senior fellow position cannot drop those courses after acceptance.

Students who accept clinic (with the exception of the Environmental Law Clinic) or senior fellow positions or year-long externships must complete the entire year to earn any credit.

Courses may be added after the initial two week add period only in extraordinary circumstances and with the permission of the professor who is teaching the course.

Rules and procedures regarding adding and dropping courses will be enforced strictly. The deadlines for making changes may vary slightly from year to year, but the exact dates always will be published in the registration materials and in the Student Handbook (see Appendix B: Academic Calendar).

Certificate of Concentration Programs

There are currently six areas in which Tulane JD students can earn a certificate of concentration upon graduation if they complete a prescribed curriculum of upperclass courses. These areas are Civil Law, Environmental Law, European Legal Studies, International & Comparative Law, Maritime Law, and Sports Law. To avoid having students overspecialize in their JD studies, no student will be awarded more than one certificate of concentration. Students may register for a certificate program by submitting the JD Certificate Selection Form before their last semester (the form is located under the Forms link of the Academic Services page on the TLS Intranet, or may be picked up from the Academic Services Office). The specific requirements for each certificate are listed in the registration materials.

Class Size Limitations

All courses are limited in the number of students who may enroll. In most courses, this limit is determined by the seating capacity of the classroom. In seminars, experiential courses, or other courses where a small class size is appropriate, the limit will be determined administratively. Registration through the GIBSON system is on a first-come first-served basis for most classes subject only to the relevant limit. In some courses with administratively imposed limits, the professor will select the students allowed to enroll from among those who have applied for a place in the class. Students generally apply for a seminar or Directed Research by submitting a statement of interest to the Academic Services Office by a date specified in the registration materials. Students generally apply for clinics, externships, labs, and practicums by participating in the ONEAPP process during the prior spring semester.

Course Books and Photocopied Class Materials

All textbooks and course packet materials are sold through the University Bookstore located in the Lavin-Bernick Center. In addition, a faculty member may arrange to have handouts copied and distributed prior to a class meeting. Shorter handouts distributed in class are free of charge; lengthier

materials will be sold to students through the University Bookstore.

Course Conflicts

In making course selections, students should consider, among other things, the times at which a course regularly meets and the scheduling of its final examination. Students are permitted to enroll in courses that have their exams scheduled on the same day. However, students are not allowed to register for courses whose meeting times overlap in any way.

Course Load and Enrollment Status

The JD program at Tulane is offered only on a full-time basis. Although students generally register for 15 credits per semester, they can take a minimum of 10 and a maximum of 17 credits. Ten hours is the minimum required to reach full-time status, and 17 credits is the absolute maximum allowable per semester. The 17 credit maximum includes course work in other departments of the University, if any. Intersession courses are included in the spring transcript, but credits received for completing an Intersession course are not included for purposes of the 17-credit maximum.

Except as provided in Part II.B, a JD student must spend 6 full-time, non-summer semesters in residence at the law school in order to receive a degree from Tulane Law School (4 semesters for transfer students). A full-time semester is defined as a semester in which a student registers for at least 10 law credits and satisfactorily completes at least 9 credits. (See also V. D and VII.) Except as provided in Part II.B, a JD student must earn 88 credit hours to graduate; transfer students must earn at least 59 of their credit hours at Tulane. An LLM student must earn 24 credits to graduate.

JD candidates must earn all of the credits they apply toward their degree within a five calendar year period (including summer sessions contained during that period). For joint degree students, the period is extended to six calendar years. For example, a JD student enrolling in the fall of 2016 must receive the degree no later than the end of the summer session in 2021.

A student cannot receive any academic credit toward the JD or a graduate degree for courses taken at Tulane Law School or elsewhere until he or she has become a matriculating full-time law student at Tulane or at another law school.

Most graduate students pursue their graduate degrees on a full-time basis. However, local practicing attorneys may be admitted to certain graduate programs on a part-time basis. Part-time graduate students are expected to enroll each semester for between 4 and 7 credits and must complete their degree requirements in two years.

Course Work in Other Departments Not Associated With Joint Degree Program Requirements

Full-time law students may register in other schools or colleges of the University for one course per semester (summers excluded) without paying additional tuition. The

Law School tuition payment will not cover any courses in any department outside of the law school that are audited, rather than taken for a regular letter grade. If a student withdraws from a course, the cost of which would normally be covered by the Law School tuition, the student will be obligated to reimburse the Law School for any tuition the Law School is charged by the other school or college. All courses taken in any school or college of the University and the grades received will appear on the student's official transcript but neither the courses nor the grades will be counted in the student's law school GPA or toward law school graduation requirements unless the courses fulfill requirements of the student's approved joint-degree program.

Courses taken in another school or college of the University as requirements of a joint-degree program count toward law school graduation but are not averaged into the student's law school GPA.

Credit hours of courses taken in other departments of the University are included in and apply toward the 17 credit maximum per semester rule. See II.A. herein.

Directed Research

Students wishing to do independent research may sign up for "Directed Research." Directed Research is intended for students who have a strong research interest in a topic and wish to write an original research paper under the guidance and supervision of a faculty member.

A student may not earn additional credit for directed research in connection with any paper, comment, note or other written work submitted for academic credit (See Section V.D.: Double Credit).

The standards are as follows. Please note that the following rules apply whether the Directed Research is completed during a regular term or for a summer internship as described in Section VII.D:

1. The student must locate a full-time faculty member who will agree to supervise the research. Directed research papers may be supervised by a member of the tenured or tenured-track faculty, a professor of clinical law, a faculty member visiting for at least one semester, or (after consultation with the Vice Dean) a Professor of the Practice. Legal research and writing instructors, clinical instructors, and adjunct faculty members are not eligible to supervise directed research, except in exceptional circumstances and with the approval of the Vice Dean.
2. A maximum of 3 credits will be granted for Directed Research. Students may do more than one research project (e.g., 3 one-credit projects; 1 one-credit and 1 two-credit project) but the maximum credit available for the entire law program is 3.
3. Directed Research credit may be awarded and received only for production of a written

substantive research paper. Although the scope and length of the paper will be determined by the supervising professor, the following are minimum requirements to receive credit for Directed Research:

- a. A student must submit a written proposal and a plan of research that provides sufficient justification for the number of credits to be awarded under Section V.G of the Handbook;
 - b. A student must submit at least one draft of the paper to the supervising professor for the professor's critique. The final paper must take into account the comments and critique provided by the professor on the earlier draft; and
 - c. 1-credit projects should consist of no fewer than 15 double-spaced pages; 2-credit projects should consist of no fewer than 25 double-spaced pages; and 3-credit projects should consist of no fewer than 35 double-spaced pages.
4. The Directed Research must be completed in the term for which it is registered. However, an extension may be granted for one additional semester by the supervising professor.
5. A copy of the written proposal, plan of research, and final draft shall be submitted to the Academic Services Office.

Students wishing to register for Directed Research should pick up the application form in the Academic Services Office. The form must be completed by the student, and returned to the Academic Services Office. The application will be reviewed by the professor who will notify Academic Services of those students approved for Directed Research. Those selected for Directed Research will be registered by Academic Services. Students cannot use GIBSON to register for Directed Research. Students must complete the application by the deadline as indicated in the registration materials.

Employment While a Full-time Law Student

A full-time law student may not be employed during the academic year for more than twenty

(20) hours per week. Students who work in the Law School as research assistants or in other capacities are limited to twenty (20) hours per week during the academic year. The Law School will not offer paid employment to first-year law students and strongly discourages first-year law students from seeking outside paid employment during the academic year in light of the rigorous challenge of the first-year curriculum.

Before a student may begin to work in the Law School on a per hour basis, the student must go to the Administrative Services Office to be added to the payroll, have time reporting procedures explained, and satisfy immigration law requirements (including presentation of original I-9 documents in person and, for international students,

completion of tax forms). The student must also be registered for classes to be eligible for student employment.

Students are not permitted to work, and will not be paid for hours worked, before the University completes the hiring process. Students should allow a couple of days for the hiring process to be completed before billing hours.

Joint Degree Programs

The Law School participates in joint degree programs with Tulane's Freeman School of Business (MBA and MACCT); School of Social Work (MSW); Center for Latin American Studies (MA in Latin American Studies); and Department of Global Health Systems and Development of the School of Public Health & Tropical Medicine (MHA). Other joint degree programs may be proposed by students and considered by the Law School on an ad hoc basis. Joint degree programs enable students to complete two degrees in less time than it would take to complete them sequentially, because each school accepts some work completed at the other toward degree requirements.

Students must apply to and be admitted to each program separately, and must inform each program of the application to the other. Once admitted to both programs, students must petition the Joint Degree Programs Committee of the Law School, through the Assistant Dean for Admission, in order to be admitted to the joint degree program. Only after the joint program petition has been approved are students considered to be enrolled in a joint degree program. Transfer students are not eligible to participate in joint degree programs.

A JD candidate enrolled in an approved joint degree program must spend 5 full-time, non-summer semesters primarily in residence at the law school (4 semesters for students in the accelerated joint JD/MBA program). A JD student enrolled in an approved joint degree program must earn between 76 and 82 hours at the Law School in order to graduate, depending upon the program. In the case of all joint degree programs other than the JD/MACCT and the accelerated JD/MBA, the Law School agrees to count 9 semester hours of courses from the core curriculum of the other degree-granting division towards its requirements. In the case of the JD/MACCT, the Law School counts 6 hours of accounting curriculum towards the law degree. In the case of the accelerated JD/MBA, the Law School counts up to 12 additional hours of electives from the business school toward the law degree.

Information about specific credit-hour and sequence requirements can be obtained from the Assistant Dean for Admission.

Leave of Absence/Withdrawal

Any student considering a leave of absence from the Law School for one semester or longer should submit a written petition to the Assistant Dean of Students. Generally a student who leaves the school in good standing without any conditions placed on the student's return to school is likely to be granted automatic readmission within a period of

one year. To reenter, the student should notify the Assistant Dean of Students at least one month prior to the start of the semester in which the student wishes to return of the intent to re-enroll and should complete an informational form. After one year but before the expiration of two years, a student seeking to return to school will be required to go through a readmission process through the Assistant Dean of Students' Office. Students returning from a leave of absence should be mindful that all of the coursework for a JD degree must be earned within five consecutive years of the student's initial enrollment.

Students wishing to withdraw from school after the start of a semester must notify the Assistant Dean of Students and complete the necessary withdrawal and/or drop forms at the Academic Services Office. Tuition will be refunded only in accordance with the refund schedule listed in the academic calendar. If a student withdraws from school for medical reasons or otherwise immediately before or during the exam period, the student must remain on leave for one semester (summer or regular) before returning to school. Students withdrawing for medical reasons at any point during the semester may also be subject to Tulane University's Medical Withdrawal Policy.

Students who take a leave of absence after completion of the fall semester and before the completion of the spring semester of their first year will be required to return in a spring semester. They may be allowed to complete the second half of the Legal Research & Writing course in the spring semester in which they return, depending on the circumstances of their particular situation.

Students will not be granted credit for courses taken during a period of leave unless they satisfy the requirements set forth in Section VII (Credits Accumulated Away from Tulane).

Multiple Sections of Courses

All first year courses are taught in multiple sections. First year students are assigned to their sections by the Assistant Dean of Academic Services, and they are not allowed to change to a different section of any course for any reason. Likewise, some upperclass courses may have more than one section. Upperclass students are generally allowed to select which section of a sectioned course they will take. Also, if and only if two sections of the same course are taught at exactly the same time, students may be assigned to one or the other section to balance the enrollments.

Non-law Students Taking Law School Courses

Undergraduate students at Tulane or any other university are not allowed to enroll in law school courses. Graduate students in other divisions of the university may be allowed to enroll in a law school course if the student's division of matriculation certifies that the credits will be accepted by that division and the Professor determines that the student has an adequate background to take the course(s) desired.

Prerequisites

Some upperclass courses have prerequisites, which must be met before students are eligible to enroll. The prerequisite list in the Law School registration materials prepared each semester states which courses have prerequisites. The advanced admiralty courses illustrate this registration restriction: JD students are not allowed to enroll in any advanced admiralty courses until they have completed both Admiralty I and Admiralty II.

Conversely, a small number of courses are limited to students who have not completed certain courses. These courses generally involve the survey of a discipline other than law and students who have been previously exposed to that area of study are ineligible. For example, the course in Accounting and Auditing is open only to students who do not have a substantial background in accounting.

Additionally, a very few upper-class courses have significant overlap such that a student may be precluded from taking both. For example, students who have taken Civil Litigation: Strategy & Practical Skills cannot take the Civil Litigation Intersession and vice versa. All of these restrictions are listed in the registration materials.

Records and Transcripts

All official records of registration and grades are kept by the University Registrar's Office located at 110 Gibson Hall. Each student is responsible for ensuring that he or she is properly registered and for complying with deadlines for adding and dropping courses. A student will receive credit only for courses for which he or she is officially registered. Conversely, a grade of "F" will be assigned to any student who has not officially dropped a course, even though the student has not attended class and has not taken the exam. In general, most registration matters can be handled through the Law School Academic Services Office. However, all transcript requests must be directed to the University Registrar. For information on transcript requests, see the website <https://registrar.tulane.edu/transcript> (<https://registrar.tulane.edu/transcript/>).

Registration

Currently enrolled law students can register for the next academic semester or the New Orleans summer session at a designated time during the immediately preceding semester if their financial obligations to the University have been met. Third year students registering for their final spring semester also must have completed and submitted electronic time records for mandatory pro bono service. Except for application-based courses, all registration by upperclass students (and first year students registering for courses in summer or second year fall) is done by the student through GIBSON (web system). Instructions for using GIBSON are enclosed with the registration materials each semester. Students use their assigned Tulane username and password to access GIBSON. First year students are registered for both first year semesters by the Assistant Dean of Academic Services.

If a student attempts to register and is blocked, the student is responsible for correcting the cause of the block. If it is a financial block, the student should contact the Accounts Receivable Office to resolve the difficulty and have the block removed. If it is a pro bono block, the student should contact the Office of Experiential Learning and Public Interest Programs to complete the steps necessary to have the block removed. If it is a Health Center block, the student must provide the proper immunization records to The Health Center to have the block removed. If it is a Student Affairs' block, the student should contact the Assistant Dean of Students.

Services for Students with Disabilities

Tulane University is committed to providing equal access to all members of the Tulane community. Students with questions about the accommodations process at Tulane Law School may consult with the Law School's Assistant Dean of Students or the Goldman Office for (<https://accessibility.tulane.edu/>) Student Accessibility. (<https://accessibility.tulane.edu/>) See also Examinations, Procedures herein at III.A.2.

Summer School and Summer Externships

JD students may apply only a maximum of 12 credits earned during summer schools and summer externships toward their JD degree, of which a maximum of 6 credits may be earned in non-Tulane ABA-approved summer school programs or externships. A maximum of 9 credits may be earned in a single summer semester, including courses offered in New Orleans, abroad or elsewhere. Any credits earned in summer externships count towards the non-classroom credit hour limit (see Section V.F.). Credit for courses taken in a non-Tulane summer school will be noted on the student's transcript if the student earns a grade of "C" or higher (a "C-" does not qualify), but the grades earned in a non-Tulane summer school will not be listed on the student's transcript, and those grades will not be averaged into the student's GPA. The titles of all courses taken in any Tulane summer school program and being applied toward the JD degree, as well as the grades earned in those courses, will be listed on the student's transcript, and those grades will be averaged into the student's GPA.

A student who enrolls in any summer school program or externship having already earned 12 summer credits: (a) will not be allowed to apply credit from any of the courses or externships taken in that program toward his/her JD degree; and (b) the grades earned (even in a Tulane program) will not be averaged into the student's GPA. A student who enrolls in any Tulane summer school program or externship session at a time when he/she has not yet earned 12 summer credits may enroll in up to the maximum number of courses allowed for that session, even if the credits for the courses would result in the student having taken a total of more than 12 summer program credits; in such case, the student still may not apply more than 12 summer credits toward the JD degree, but the titles of all of the courses taken during that session will be listed on the student's

transcript and the grades from all of the courses taken during that session will be averaged into the student's GPA.

Credits earned in summer externships count toward satisfaction of the experiential learning requirement (see Section V.D.3, *infra*).

Some courses taught in Tulane or non-Tulane summer school programs abroad may overlap in content with courses taught in the regular curriculum or in other summer programs abroad. In such cases, students may not receive full credit for both courses. Students wishing to enroll in foreign summer school courses with titles and/or descriptions similar to another course they have taken or intend to take, particularly courses in the general areas of Admiralty, European Union law or International Business Transactions, should consult with the Assistant Dean of Students before enrolling to ascertain what credits they will receive and whether these courses overlap with Tulane Law School courses.

Students considering enrollment in summer school programs that do not overlap in content with courses taught in the regular curriculum must consult the Assistant Dean of Students before enrolling to ascertain what credits they will receive.

Student Evaluations of Faculty

Each course at the Law School is evaluated by students at the end of the semester (at the end of the year for year-long courses) through the distribution of a form to their email accounts. Faculty may set aside class time for students to complete their evaluations. Student evaluations are anonymous. Course evaluations from previous terms are available through the link for Course Evaluations via Gibson online.

Use of Personal Electronic Resources in Classrooms

The use of personal computers, tablets, cellular phones, smart watches, and similar personal electronic resources in classrooms should be limited to activity directly related to course content and note-taking as directed or permitted by the professor. Use of electronic resources for other purposes (e.g., browsing the Internet, playing games, using e-mail services, watching or listening to DVDs, etc.) is inappropriate to the classroom and may provide a significant and unwanted distraction to those near the student using these devices. Individual faculty members also may adopt policies limiting access to electronic resources. If violation of the policy carries a penalty, such policy must be approved by the Vice Dean. If a faculty member plans to have a policy, students must be notified in writing by the first day of classes, and, in any event, no later than the first two weeks of class. If a student's grade is to be affected by the policy, the student must be notified in writing with a copy to the Office of Academic Services. Students who receive accommodations allowing the use of personal electronic resources in the classroom should consult with Dean Gaunt to discuss the implementation

of this accommodation in classes with policies limiting electronic resources.

If a student wishes to record classes, he or she must ask permission of the professor first unless the student has received an accommodation for a disability from the Goldman Center for Student Accessibility allowing for the recording of classes. Students who have received such an accommodation should consult with the Assistant Dean of Students or the Goldman Center for Student Accessibility regarding the implementation of this accommodation.

Credits Accumulated Away From Tulane

Coursework

During the normal academic year, a student may take one course over the period of his/her law school career at another institution's law school for academic credit, provided that: (1) the course does not count toward the 10 credits needed to be a full time in resident student at Tulane; (2) the student pays all tuition and fees at the other institution without any diminishment in the amount of tuition paid to Tulane; and (3) the content of the course is not largely duplicated by any course offered at Tulane for which the student could register. Students must receive permission before completing any coursework away from Tulane and should consult with the Assistant Dean of Students. (See also II. A and VII. E).

Externships

The Law School offers a variety of externship programs, each of which has been specifically approved as a course offering by the faculty and is supervised by Law School Faculty members. Students earn academic credit upon successful completion.

1. During the summer, rising 2L and 3L students may enroll in the Summer Externship. In this externship, students earn 3 units of academic credit in judicial, government, non-profit, and corporate counsel settings both in the local area and in sites around the globe, upon pre-approval and timely application to the Office of Experiential Learning and Public Interest Programs during the spring term preceding the proposed externship.
2. During the academic year, rising 2L and 3L students are eligible to apply for the yearlong Judicial Externship, the yearlong Public Service Externship, or the Spring Public Interest Externship. Students generally apply for academic year externships by participating in the ONEAPP process during the prior spring semester. Students are placed in pre-approved judicial chambers and public service sites within the New Orleans area, such as Federal District Court, state courts, Federal Public Defenders, the U.S. Attorney's office, the National Labor Relations Board (NLRB), the Equal Employment Opportunity Commission (EEOC), the Advocacy Center, the Fair Housing

Action Center (GNOFHAC), Orleans Public Defender, and Southeast Louisiana Legal Services (SLLS). Students generally may not enroll in the year-long externship while enrolled in a year-long clinic. However, simultaneous enrollment may be permitted in certain semester-long clinics with prior permission.

3. During either the fall or spring semesters, rising 2L and 3L students are eligible to apply for the Corporate Counsel Externship. Students generally apply for academic year externships by participating in the ONEAPP process during the prior spring semester. This externship permits students to earn credit for work performed in the legal departments of certain pre-approved and pre-screened in-house counsel offices of non-profit or for-profit businesses. Students will experience how law is practiced in a corporate legal department when functioning as a lawyer for a business client and as part of a business. Students will develop skills and learn substantive legal issues encountered in an in-house legal department and the ethical responsibilities of general counsel.

Generally

Graduate law students (LLM/SJD) are prohibited from earning credits at another school for the Tulane graduate degree.

In all instances in which JD students accumulate credits away from Tulane, students must receive a grade of "C" or higher for the credits to be accepted at Tulane Law School. Only the credits will be recorded on the transcript, not the grades received. A student cannot receive any academic credit toward the JD degree for courses taken at Tulane Law School or elsewhere until he or she has become a matriculating full-time law student at Tulane or at another law school.

Semester Abroad Programs

A limited number of well-qualified students may be given permission by the Vice Dean, upon the recommendation of the Executive Director of International Programs, to spend up to one semester in the law (or related) department of a foreign university, and transfer up to 14 credits earned there to the Tulane law degree. In considering any particular case, the Executive Director and the Vice-Dean shall take into account the following:

1. Whether the program at the foreign university in which the student wishes to participate has been approved by the faculty or by the ABA, and if not, whether the Executive Director of International Programs is prepared to vouch for its content and its supervisory arrangements;
2. Whether satisfactory supervisory arrangements can be made at Tulane;
3. The extent to which the student is qualified to undertake the proposed program, as indicated by

such factors as his or her academic performance, past and prospective course choices at Tulane, linguistic capabilities, and reasons for wishing to study abroad; and

4. The number of applications to study abroad. (See also VII. A.)

Students Visiting Away

Students who present compelling personal circumstances may, in rare instances, be permitted to spend one or both semesters of their third year visiting at another law school and transfer the credit to the Tulane law degree. Second year students are permitted to visit away only in critical situations. Examples of compelling personal circumstances that would justify visiting away are the necessity of caring for a critically ill parent when the student is the only caregiver, a spouse's unanticipated employment in another city, or a student's ill health requires medical treatment that can be obtained only in another city. The desire to be closer to a boyfriend or girlfriend, to pay less tuition, or to be in or closer to a location where the student wishes to work and settle after law school are not compelling personal circumstances. Students should consult the Assistant Dean of Students about visiting at another law school. (See also VII. A.).

Students who visit at another law school are required to consult the Assistant Dean of Students or the Vice Dean of Tulane Law School to gain approval of the courses that they wish to take at the visiting law school. This approval must be given prior to the courses being taken.

Summer Unpaid Internships: Directed Research or Pro bono

As set forth below, students may seek academic credit for directed research and writing arising out of work initially undertaken at an unpaid internship.

OPTION I – DIRECTED RESEARCH

Students may complete a Directed Research paper (for which they can receive 1 – 3 units of academic credit) if they obtain the consent of a full-time faculty member to supervise the research before beginning summer work and select a suitable topic related to the summer work. (A form is available in the Academic Services office.) Please refer to requirements for Directed Research in Section II.M. The research paper can be completed during the summer or, by permission, during the fall term. A letter can be sent to the summer employer/supervisor, explaining that the student has obtained approval for Directed Research in conjunction with the summer internship; normally, this is sufficient for those positions requiring that the student receive credit in order to pursue the opportunity.

OPTION II – PRO BONO CREDIT

If the work is uncompensated and satisfies the Law School definition for pro bono service (see Section V.D.4), the student may seek pro bono credit

by submitting an Independent Placement request electronically to the Office of Experiential Learning and Public Interest Programs before beginning the summer internship. The student will need to record the hours using the method indicated by the Office of Experiential Learning. If approved for pro bono credit in advance, all pro bono hours earned and verified will be reflected on the transcript. Time records must be submitted by the deadline for summer pro bono, which falls on Friday of the first week of the following fall term.

Examinations

Procedures

Absences from Examinations; Excuses; Rescheduling

Law students must take final examinations in all courses for which they are registered at the time the exams are scheduled. Absence from an examination without a satisfactory excuse, as determined by the Assistant Dean of Students based upon independent investigation, will automatically result in a grade of "F" for the course involved.

Normally a student who cannot be present at an exam should submit his or her request for an excuse to the Assistant Dean of Students before the time the exam is scheduled to begin, unless physical disability or sudden emergency precludes such early submission. In no event should the instructor for the involved course entertain such a request, and in no event should the student discuss such a request with the instructor.

Any student who believes he or she needs to be excused from an examination because of illness should speak to the Assistant Dean of Students as soon as possible before the examination, explain the nature of the illness and its effect on the ability of the student to take the exam, and indicate what medical treatment the student has sought or will seek and from whom. The student must go to the Health Center for Student Care or see another physician on or before the scheduled exam date and provide documentation of that medical visit to the Assistant Dean of Students. Based on the information provided, the Assistant Dean of Students shall make an independent judgment as to whether the excuse given is satisfactory. Any student excused from an exam who is believed to have requested an excuse improperly will be referred to the Honor Board.

A student who is overcome by illness in the course of an examination and is unable to complete the examination should inform the Assistant Dean of Students and the Law School Academic Services Office immediately and then promptly (on the same day) go to the University's Health Center or to a physician of the student's choice. In no event shall the student breach the anonymity of the grading process

by contacting the instructor prior to the announcement of grades or indicating to the instructor that the student did not take or complete the examination. The student may elect to receive a “W” in the course in lieu of submitting a partially completed exam. Under no circumstances will the student be allowed to resume the exam on a later date.

If a student’s request for an excuse is based upon a non-medical emergency, such as a death in the immediate family or an automobile accident on the day of the exam, the student shall submit his or her request for a non-medical excuse to the Assistant Dean of Students at least 24 hours prior to the precise time scheduled for the exam, unless the suddenness of the emergency precludes it. The student shall submit to the Assistant Dean of Students, along with the request for an excuse, appropriate supportive documentation—e.g., a copy of the death certificate, the police accident report. The Assistant Dean of Students shall assess the non-medical excuse and the supportive documentation and make an independent judgment as to whether the excuse is satisfactory. If a student proceeds to take an exam(s) despite the presence of a satisfactory medical or non-medical excuse, then the grade(s) received shall remain final. The Assistant Dean of Students shall not consider excuses presented by a student after the taking of an examination.

A student who is excused from taking an examination at the scheduled time because of illness or non-medical emergency must take the exam on the earliest possible day he or she is able to do so, but in no event later than one day after the last day of the exam period. The exact day that the student will make up the exam will be determined by the Assistant Dean of Students. A student who cannot make up an exam during this period shall receive a “W” in the course.

A professor has the right to write a new examination for a rescheduled examination but is not required to do so.

A student who arrives late for an examination will normally be required to hand in his or her paper at the same time as the rest of the class; however, the Assistant Dean of Students may allow a student additional time if the Assistant Dean of Students finds that the student’s lateness is justified by extraordinary circumstances. Faculty members may not grant additional time. Neither faculty nor staff is obligated to discover the whereabouts of an absent or tardy student or to summon the student to the examination.

If a student forgets that he/she has an exam on a certain day or oversleeps and misses the exam but becomes aware of the missed exam within one day, the student is allowed to take the exam, but the student’s grade is lowered by one full letter.

Anonymity

All examinations shall be given and graded anonymously. Every student and faculty member has a duty to ensure that the anonymity of the examination grading process is not breached. Faculty members are not allowed to see student exam numbers until after they have submitted their final grades to Gibson online. Students with exam scheduling problems must discuss them with the Assistant Dean of Students, not with their professors. Prior to the posting of grades, no student shall disclose to any instructor information about himself or herself or about any other student which might compromise anonymity.

Exam Numbers

Each semester, Academic Services shall compile for each student an exam number for the term. To access the exam number students will select the Blind Grading ID option under the Law School Services heading on GIBSON, then choose the appropriate semester when prompted for the term. Students will have only one anonymous number to use for all exams. This number will change each semester. The student must retain this number in order to enter the appropriate exam number for each course on the cover of the bluebook and on the instructor’s printed exam. **Students should keep their exam number after the exam period in order to check grades that are posted at the Law School or to review their graded exam papers.** The registry of exam numbers will be maintained by Academic Services. The instructors will not have access to it until after their grades have been submitted to the Assistant Dean of Academic Services.

Exam Practices for International Graduate and International Exchange Students Only

International graduate and international exchange students are issued exam numbers and are graded anonymously.

International graduate and international exchange students who have not previously received a degree from a U.S. institution and whose native language is not English are allowed extra time to complete their examinations because of the language difficulty. Generally an extra hour will be granted in a three hour exam. In examinations of shorter or longer duration, international graduate students should consult Academic Services before the test begins to verify the exact amount of extra time to be given. This rule does not apply to JD students.

International graduate and international exchange students whose native language is not English may use a paperback or an electronic English language translation dictionary in exams. The rule permits **only** single-purpose, self-contained, paperback or electronic English language translation dictionaries (i.e. electronic devices that perform only the same limited function as a hard copy English language

translation dictionary (e.g. English to Spanish; Spanish to English)). Permission does **not** extend to computer programs, cell phones, personal digital assistants, etc. Similarly, permission does **not** extend to electronic devices that translate legal terms or phrases or that provide legal or other definitions (e.g. a regular language dictionary or a Black's Law dictionary). This rule does not apply to JD students. JD students are not allowed to use a dictionary.

Exam Protocol

Prior to the start of the exam period, schedules are posted listing the room assignments for all exams. Students report to the exam room where they are furnished a copy of the examination and, when applicable, bluebook(s). Students are **not** allowed to take their examination in a place other than the designated exam room. Students who receive exam accommodations pursuant to the American With Disabilities Act report for exams as instructed by the Assistant Dean of Students and/or the Sr. Administrative Program Coordinator for Academic Affairs.

Students taking examinations on laptops must begin their exam electronically using the designated exam software at the time designated by the proctor. The exam software will conclude the examination when the time allotted for the examination has expired, which will coincide with an instruction from the proctor that the examination has concluded.

When the time allotted for the examination has expired, all students must turn in the instructor's printed exam at the completion of the exam. Students taking their examinations by bluebook must turn in the bluebook(s) containing their answers with the instructor's printed exam. As students turn in their tests, they are asked their names which are then marked off the official class roster. If students finish the exam early it is their responsibility to turn in their test to only the designated test collector. This check-in process acknowledges the receipt of each student's exam.

Failure to turn in an examination on time, if detected immediately by the test collector, will result in a penalty in the course involved determined by the professor, up to and including a grade of "F" for the course. The failure to turn an examination in on time not immediately detected by the test collector will constitute an Honor Code violation and be processed in accordance with the Honor Code. (See Appendix A: Honor Code).

All electronic devices and equipment, including but **not** limited to cell phones, smart watches, beepers, radios, iPads, tablets, and e-readers, are strictly prohibited in exam rooms unless specifically permitted by the rules governing exams taken on computers, permitted by the professor giving the exam, or granted as a

reasonable accommodation as determined by the Goldman Center for Student Accessibility.

Rescheduling Exam Times

Exams for all regular semester courses are scheduled Monday through Saturday during the two-week exam period and are given on the day and at the time scheduled. Deviations from the schedule are allowed only under extraordinary circumstances and then only with the approval of the Vice Dean. In the absence of such approval, no instructor is authorized to give an examination at a different time, even though all the students in the class consent to the change.

If a 24-hour take-home exam is given in an upperclass course, the exam must be available for pick-up by students at 9:00 a.m. on the day preceding the scheduled exam day and returned by students no later than 9:00 a.m. on the scheduled exam date. Therefore, an exam conflict would be considered for the day in which the take-home exam is distributed.

Students may have exams rescheduled for these reasons only:

1. Two exams scheduled on the same day.
2. Four exams scheduled on five consecutive calendar days.
3. Five exams scheduled on six consecutive calendar days.

If these conditions exist, the conflicting exam can be rescheduled (within the exam period) to the first or second available date within a six-day period following the date of the original exam. Students must contact the Academic Services Office (room 204) before the examination period begins to have the exam rescheduled.

Students who have received permission to reschedule an exam should report to the Academic Services Office on the rescheduled exam day approximately 15 minutes prior to the arranged starting time of the test (i.e., for a 9:30 a.m. exam, students should report at 9:15 a.m.). At the Academic Services Office, students will be asked to sign a statement that they have not seen or heard any information relating to the test. They then will be given the appropriate examination and told where to take the test. Rescheduled exams are bound by the same time constraints, instructions and allowable materials as the original exam. Students must return their bluebooks and test questions to the Academic Services Office when the examination time has expired. The completed exam will then be delivered to the appropriate instructor without revealing any particulars about the student or the reason for the rescheduling of the test.

Services for Students with Disabilities

Tulane recognizes that a growing number of individuals with disabilities are joining the University community as students, faculty, and staff. The

University welcomes these individuals and seeks to support their needs, advocate for their rights, and ensure that they have an equal opportunity to participate in all academic and co-curricular programming. To accomplish these objectives, the University makes available reasonable accommodations in accordance with Section 504 of the federal Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, as amended.

The Goldman Center for Student Accessibility serves as the central campus resource for Tulane students with documented disabilities or with disability-related concerns. Students who believe that they require reasonable course or examination accommodations should connect with the Goldman Center for Student Accessibility as early as possible, as the review process can take 2-3 weeks to complete. During the disability registration process, Goldman Center staff members can help students articulate their support needs, engage with students in an interactive discussion about possible accommodations, and assist students in communicating any approved accommodations to the appropriate administrators at the Law School - Dean Abigail Gaunt, Assistant Dean of Students, and/or Christina Roux, Sr. Administrative Program Coordinator for Academic Affairs. Faculty will not be informed that a student receives accommodations by the Goldman Center or Tulane Law School staff unless the nature of the accommodation requires the faculty member to receive notice for its implementation; in such cases, the student will be consulted before the faculty member is notified by these offices. Accommodations approved within 14 days of the final exam period may not be implemented until the next semester. Accommodations do not apply retroactively.

Students with specific questions about the Goldman Center for Student Accessibility policies and procedures may contact the Center by telephone at (504) 862-8433, or request to schedule an appointment with a staff member. Additional information can be found at the Goldman Center website: <https://accessibility.tulane.edu/>.

Grades

Appeal of Grades

Once a faculty member has turned in his or her grades, whether they are based on an anonymous system of grading or not, the faculty member may not change any of them on representations or complaints of students unless the original grade was the result of a mechanical error—e.g. a mathematical error in computation or an error in transcription. If that is the case, the faculty member will certify the fact to the Vice Dean, who will then authorize the change.

Any student who wishes to appeal an assigned grade must first discuss the grade with the faculty member concerned. However, except for correcting a mathematical or transcription error in grading, as noted above, the faculty member is not authorized to change the grade assigned. Thereafter, the student may appeal his or her grade by written petition to the Vice Dean. An appeal of a Spring or Summer semester grade must be filed no later than the Friday of the tenth (10th) week of the following Fall semester. An appeal of a Fall semester grade must be filed no later than the Friday of the tenth week of the following Spring semester. This date is to coincide with the last day for students to elect to take a course P/D/F.

The petition must recite with particularity the specific grounds for the appeal. Grade appeals can be based only on actions by the faculty member in the grading process. Events that happen during the teaching of the course and administration of exams cannot constitute grounds for a grade appeal. In a course that was not graded solely on the basis of an anonymous examination, an appeal will lie from a grade that is affected by prejudice or discrimination on the part of the faculty member against the appealing student or for actions on the part of the faculty member that were arbitrary and capricious. In a course graded solely on the basis of an anonymous examination, an appeal will lie for actions on the part of the faculty member that were arbitrary and capricious. The burden of establishing the grounds alleged is on the appealing student. In the absence of substantial independent evidence of discrimination, review on appeal shall be limited to the examination or paper of the appealing student and the grade assigned to it, without consideration of any other examination or paper.

The Vice Dean may dismiss any appeal which, after consideration of the petition, is determined to be unfounded. If the Vice Dean finds that the petition states a ground for appeal, the Vice Dean shall first discuss the matter with the faculty member involved. Thereafter, the Vice Dean may refer the appeal to a faculty committee of the Vice Dean's choosing, refer the appeal to the faculty as a whole, or take whatever other action the Vice Dean deems appropriate. The Vice Dean shall consult with the faculty member involved after considering the petition and

prior to rendering a final decision. The Vice Dean shall also notify the faculty member involved, as well as the appealing student, of the final decision in writing. If a student remains dissatisfied with the outcome after having followed the procedures set forth here, he or she may file a written appeal with the Senate Committee on Academic Freedom and Responsibility of Students within five days of receiving the decision of the Vice Dean, faculty committee, or faculty, whichever is the ultimate decision maker.

Based on the petition, the Senate Committee will decide whether or not to hear the appeal. In deciding the appeal, the committee should follow the Law School's grade appeal standards set forth above. If the committee decides that there are not sufficient grounds for review, the Chair of the committee will notify the student by letter, with copies to

the principals involved in the case and to the Provost. If the committee decides that there are sufficient grounds for review, it will interview both the student and the teacher. A quorum of three committee members, at least one of whom must be a representative of the administration, one of whom must be a faculty member, and one of whom must be a student, is necessary for all committee hearings.

If the committee interviews both the student and the teacher (or other principals involved) at a hearing, then the Chairman will send the results of the committee's findings in the form of a letter of recommendation to the President of the University, with copies to the student and other principals involved and to the Provost.

If, in accordance with faculty rights as specified in the Faculty Handbook and in the Constitution and Bylaws of the University Senate and the various divisions, the teacher believes that his or her academic freedom or academic responsibilities have been affected by any administrative ruling, the teacher may appeal to the appropriate committee of peers at the divisional level (the Law School). The teacher's appeal must be made within ten days of the action provoking the appeal. If the teacher is dissatisfied with the committee of peers' decision regarding his or her academic freedom or responsibilities, the teacher may appeal to the Senate Committee on Faculty Tenure, Freedom, and Responsibility. That appeal also must be made within ten days of the action provoking it. No grade may be changed until the teacher's appeal process has been completed.

If the student is dissatisfied with any decision made in the appellate process initiated by the teacher, the student may appeal to the Senate Committee on Academic Freedom and Responsibility of Students.

In cases of conflict regarding the decisions of the divisional peer committee and the Senate Committee on Academic Freedom and Responsibility of Students, the matter shall be referred to the Senate Committee on Faculty Tenure, Freedom and Responsibility. In cases of conflict regarding the decisions of the Senate Committee on Faculty Tenure, Freedom, and Responsibility and either of the other committees involved in teacher initiated appeals, the committees at odds shall meet jointly to discuss the issue. The ultimate findings of the two committees shall be forwarded to the President of the University within ten days.

Basis of Grades

Grades for all courses in the Law School shall be based solely upon an anonymous in-class examination written by each student individually unless the faculty member has requested and the faculty or the Vice Dean has approved, for a particular course in a particular year, some other basis of grading. The Vice Dean has the authority to approve any departure from the standard grading system that has in the past been approved by the faculty (e.g., a paper in lieu of an exam) or that is substantially similar to any departure previously approved by the faculty without referring it to the faculty for approval, except as provided in Section D.1. If a requested departure does not meet these criteria, or a first-

year course is in question, or if the request is denied by the Vice Dean for any other reason, the Vice Dean shall refer it to the faculty for approval.

In all classes subject to the curve, every JD student shall be graded using the same mode of evaluation. For example, a faculty member may not give individual JD students the option of writing a paper in lieu of sitting for an exam.

Class Participation Policies

For courses in which an anonymous examination would not otherwise be the sole or predominant basis for the grade, the faculty member may propose a mode of evaluation that takes into account class participation in determining each student's final grade. A faculty member may, for example, propose to count an anonymous examination grade for 50% of the final grade, count a grade from a paper, not done anonymously, for 25% of the grade, and count class participation for the balance of the final grade. Any such mode of evaluation must be approved by the faculty or the Vice Dean, as described above.

For courses (other than first-year courses) in which an anonymous examination would otherwise be the sole or predominant basis for the grade, a faculty member has discretion to

adopt a reasonable policy that takes into account classroom participation in adjusting upward a student's final grade by not more than one step (e.g., from a B to a B+). Faculty who intend to adopt such a policy must clear the reasonableness of the policy with the Vice Dean before its adoption. It is not expected that more than a handful of grades in each class will be adjusted. The faculty member shall ensure that the average of the final grades, after factoring in all components of the grade, falls within the GPA range set forth in Part B of this section.

Procedures for Notifying Students When Grades Will Be Based upon Work Other than an Anonymous Examination

Within the first two weeks of class, each faculty member shall announce to his or her class and shall indicate on the Intranet and in the written course policies or syllabus provided to students whether, and to what extent, the final grade will be based on some work other than an anonymous in-class examination. The oral and written notice shall explain how the final grade is calculated and describe how any additional work is graded (including how and to what extent class participation will be considered). After the first two weeks of class, a faculty member may not change the grading system.

Procedure for Modifying Grades in a Course in Which an Anonymous Examination Is Not the Sole Basis for the Grade

For courses in which an anonymous examination is administered but is not the sole basis for the grade, a faculty member shall submit preliminary grades based on the anonymously graded examination to the Assistant Dean of Academic Services before factoring in any non-anonymous component of the grade. After receiving a list of the preliminary grades by student name, the faculty member shall factor in the non-anonymous component of the grade into each student's preliminary grade in order to produce a final grade. The faculty member shall ensure that the average of the final grades, after factoring in all components of the grade, falls within the GPA range set forth in Part B of this section.

C, D and/or F grades: Incomplete Grades

In all courses subject to the required mean GPA, two grades of D or below in a class of more than 50 JD students and one grade of D or below in a class of 50 or fewer JD students may be given without these grades counting toward the class GPA required mean. For example, in a class of 60 JD students, there could be a total of two grades of D or F given which would not be used in the calculation. In that case, if two such grades are given, the mean GPA of between

3.2 and 3.3 would be calculated based on 58 JD students rather than 60. Nothing in this provision is intended to limit the number of grades of D or F given. However, any additional grades of D or below beyond the number excluded above will be part of the calculation to determine if the course has met the required mean of between 3.20 and 3.30.

A grade of "Incomplete" ("I") may be given in a course in which an anonymous examination would not otherwise be the sole or predominant basis for a grade when, in the faculty member's view, special circumstances prevent a student from completing work assigned during a semester. A grade of "I" shall be resolved before the last date on which grades may be submitted for the following semester, but in no event after the grading deadline for a graduating student, as any "I" automatically converts to an "F" upon graduation. The notation of "I" will remain on the student's transcript, accompanied by the final course grade.

Class Rank

Following the completion of the first year and every fall and spring semester thereafter, class rankings are calculated for JD students. The following ranks are recorded on the transcript:

1. Term Rank—determined on the current semester's grade point average, each semester after the first year except for the spring semester of the third year.

2. Cumulative Rank—determined on the cumulative grade point average, each semester after the first year.
3. Year Rank—determined on the grade point average that combines the grades received in the fall and spring semester in the student's second or third year (after the first year, the 1L year rank is the same as the cumulative rank).
4. Graduation Rank—determined each May and includes the JD students who graduate during the academic year (fall graduates are included in the May graduation rank).

Note these exceptions to the ranking process:

1. First year students who have a W grade in any first year course are excluded.
2. Advanced standing and transfer students are excluded from the term and cumulative rankings during their first year at Tulane but are included in the year rank process. The first time a transfer student or advanced standing student is considered in a cumulative rank is after the fall semester of his or her third year.
3. LLM, SJD, and visiting or exchange students are not ranked.
4. Only the graduation rank and year rank are posted for the spring term of the 3L year.

Deadlines for Submitting Grades

Each semester Academic Services publishes a schedule listing the deadlines for the submission of grades for each course. Whenever an instructor anticipates failure to turn in grades within the time required, he or she shall so inform the Vice Dean and provide a statement of the reasons for inability to comply. The Vice Dean shall consider the reasons and determine whether the delay is justified. Absent a finding by the Vice Dean that the delay is justified, an instructor who fails to turn in grades for a course on time will be subject to sanctions.

Effect of Grade of "F"; Retaking Course

No credit is granted for courses in which a grade of "F" is received; however, the grade is averaged into the student's grade point average. In order to graduate, a JD student must take for a grade and successfully complete (pass) all the required courses in Tulane's first year curriculum and the 3 hour Legal Profession course. If a grade of "F" is received in any of those courses, the student must retake and pass the course. The student is permitted, but not required, to retake any other course in which they receive an F, with the exception of experiential clinics and externships, which cannot be retaken if a student receives a failing grade. The grade earned the second time does not erase the "F". Both grades are retained on the transcript in the semesters they are taken and both are averaged into the student's grade point average. Only courses in which a grade of "F" has been received may be retaken for credit.

Students who receive failing grades should check with the state bar where they intend to practice law to ascertain whether the state bar requires successful completion of particular courses, or merely enrollment (i.e., a minimum grade). The National Council of Bar Examiners' Comprehensive Guide to Bar Admission Requirements (<https://www.ncbex.org/publications/bar-admissions-guide/>) lists the requirements for each state and may be found online. Students are advised to consult the website of the state's bar association office in addition to the National Council of Bar Examiners' Guide and website (<http://www.ncbex.org/>).

Grading Scales

The normal grading scale and quality point system is as follows:

Grade	Description
A+	4.00
A	4.00
A-	3.667
B+	3.333
B	3.000
B-	2.667
C+	2.333
C	2.000
C-	1.667
D	1.000
F	0.000

International graduate students follow the normal grading scale and quality point system.

Grades in First Year Legal Research and Writing

The basis for the final grade in Legal Research and Writing is one or more assignments, as specified in the course syllabus. Assignments that count toward a student's final grade are graded on the normal law school grading scale. Assignments that do not count toward the final grade must be completed to pass the course. There is no set distribution of grades for any legal writing section.

An instructor may assess a penalty against a grade given on a writing assignment for failure to comply with the rules of the course as stated in the syllabus.

Journal Credit

Journal credit is based on a two-year commitment.

Journal Writing Requirement

Second or third-year students may receive credit, as set forth in this rule, for writing on the following journals:

- Tulane Law Review - 2 credit hours
- Maritime Law Journal - 1 credit hour

- Environmental Law Journal - 1 credit hour
- Journal of International and Comparative Law - 1 credit hour
- Tulane Journal of Law and Sexuality - 1 credit hour
- Tulane Journal of Technology and Intellectual Property - 1 credit hour
- Sports Lawyers Journal - 1 credit hour

To receive such credit the student must satisfy the writing requirements of the applicable journal to the satisfaction of the editorial board and be certified by the journal's faculty advisor.

Students must comply with the requirements set forth in Section V.D.2 to satisfy the Upper- Class Writing Requirement for written work submitted for journal credit.

Editorial or Managerial Work

Third year students only who have already earned their journal's writing credit may, upon certification by the journal's faculty advisor, receive additional credit for editorial and managerial work on the above journals as follows:

Tulane Law Review

- Editor-in-Chief 2 credit hours
- Senior Managing Editor 2 credit hours
- Senior Articles Editor 2 credit hours
- Senior Members 1 credit hour

Maritime Law Journal

- Editor-in-Chief 2 credit hours
- Senior Members 1 credit hour

Environmental Law Journal

- Editor-in-Chief 2 credit hours

- Senior Members
1 credit hour

Journal of International and Comparative Law
- Editor-in-Chief
2 credit hours
- Senior Members
1 credit hour

Tulane Journal of Technology and Intellectual Property
- Editor-in-Chief
2 credit hours
- Senior Members
1 credit hour

Tulane Journal of Law and Sexuality
- Editor-in-Chief
2 credit hours
- Senior Members
1 credit hour

Sports Lawyers Journal
- Editor-in-Chief
2 credit hours
- Senior Members
1 credit hour

Members of the European and Civil Law Forum receive no credit per se for journal work. However, a member who writes a publishable quality case note or comment through a faculty- approved Directed Research can obtain credit for that writing.

Students may not receive credit for work done on more than one journal in any given academic year.

Graduate students may receive credit for journal work but may not satisfy their writing requirement by work done on a journal.

Students seeking academic credit for participation in journals shall ensure that a record of the work required to earn the

number of credits sought is submitted as provided in Section V.G below.

Notification of Grades; Transcripts

Each semester professors submit final grades for law courses by exam number via Gibson online. Within 24 hours of the grade posting, students are able to view their grades via the Gibson website at <https://registrar.tulane.edu> (<http://www.registrar.tulane.edu/>).

When all grades for a semester have been recorded on the computer system, class rankings are determined and posted to each student's record.

If an official, certified transcript is needed, students may order electronic and/or mailed transcripts through the "Order a Transcript" link in Gibson online.

Pass/D/Fail Grading Option

A JD student who has completed the first year of law study may elect to take on a Pass/D/Fail basis one course prior to graduation. When making this election, a student may indicate a

target grade for the course. A student earning the targeted grade or above will receive the earned grade rather than a "pass" for the course. Regardless of whether a student receives a grade or a "pass," the student may not take another normally graded course on a Pass/D/Fail basis. The election must be made in writing at the Academic Services Office (Room 204). The election must be made by the date listed in the academic calendar. Once the selection is made (when form is completed and turned in to Academic Services Office), the election and the selection of a target grade are irrevocable. Any course that is graded on a Pass/D/Fail (or Pass/C/Fail) basis for all students or in which a student was involuntarily required to take the grade on a Pass/D/Fail (or Pass/C/Fail) basis shall not be considered as the student's one-time Pass/D/Fail election.

An upperclass student who is required to take a first year course because he or she has not previously successfully taken it or a comparable course at another law school may not take that course on a Pass/D/Fail basis. Further, neither the required Legal Profession course nor a clinic can be taken on a Pass/D/Fail basis.

A "Pass," for purposes of this program, is a grade of "C -" or better. A grade of "Pass" will not be averaged into a student's grade point average; however, a grade of "D+" or lower will be averaged into a student's grade point average. (A "D+" may occur when a professor invokes a penalty for failure to be prepared or for failure to attend class. See Section IV. E.3.)

If an instructor in a course chooses to invoke a penalty, it will be applied in the normal fashion. Thus, a student's grade will be reduced using the normal grade scale. If the application of a penalty causes a student's grade to fall below a "C-" (C in a Pass/C/Fail course), the student will not

receive a grade of Pass, but the grade obtained (D+, D, D-, or F). (See Section IV. E. 3.)

A faculty member will not be informed of a student's Pass/D/ Fail election. The conversion of a grade of "C-" or better to a "Pass" will be performed administratively by the Assistant Dean of Academic Services.

Penalties Relating to Papers

All papers shall be turned in on the date fixed by the faculty member. The faculty member has the discretion to reduce the grade assigned to a paper which is turned in late; in an extreme case of lateness, the faculty member may refuse to accept the paper and may assign it a failing grade.

If all or a portion of a grade is based on a research paper and the faculty member discovers, after the grade is turned in to the Law School Academic Services Office and before the student graduates, that a portion of the paper represents the unattributed work of another, the faculty member may seek to lower the student's grade down to and including an "F." In making the grade reduction decision, the faculty member shall not take into account the student's intent. The faculty member must present the evidence of the use of unattributed work of another and the justification for the level of grade reduction to the Vice Dean. The Vice Dean shall approve the grade reduction, after notice to the student and after giving the student an opportunity to be heard, unless the Vice Dean believes the faculty member has acted arbitrarily or capriciously. If the faculty member believes that the student may have acted intentionally, the faculty member shall report the student's actions to the Honor Board. A finding by the Honor Board that the Honor Code has not been violated shall not affect the grade reduction for lack of original work.

Penalties for Lack of Class Attendance or Preparation

Preamble

The faculty believes that learning requires the active engagement of our students. Thus, the faculty expects students to attend class regularly and to be prepared to participate in the class discussion when called upon to do so. Although the faculty recognizes that a majority of students are highly motivated and would prepare for and would attend class without any requirement to do so, a small but significant number of students do not attend class with sufficient consistency and preparedness. That failure is detrimental to their education and is inconsistent with the professionalism that aspiring lawyers should exhibit. In addition, a student's failure to prepare for class often adversely affects the class discussion and thus is also detrimental to the education of his or her fellow students.

This statement of policy by the faculty is consistent with the position of the American Bar Association. As an ABA-accredited institution, Tulane Law School must require that its students

attend class regularly, as well as adopt and enforce policies relating to class attendance.

The General Rule

Tulane Law School requires regular attendance and preparation by law students in all law school classes.

Announced Policies Penalizing Inadequate Attendance or Preparation

A faculty member has discretion to adopt any reasonable policy penalizing a student for inadequate attendance and preparation for her or his class. Examples of such policies include, but are not limited to, reasonable policies that provide for grade reductions, a failing grade, or involuntary withdrawal from a course in cases where the instructor deems a student's absence or lack of preparation to be excessive. The grades of D+ (1.33 quality points) and D- (0.67 quality points), although not part of the normal grading scale, may be used by faculty to assess grade-step reductions as a penalty pursuant to an announced attendance and preparation policy.

Faculty who intend to adopt a policy on class attendance and preparation must clear the reasonableness of the policy with the Vice Dean before its adoption. Once the Vice Dean approves the reasonableness of a policy, the faculty member need not seek clearance of that policy in the future.

To enforce any announced policy penalizing a student for inadequate attendance and preparation, an instructor must:

1. hand out or announce the terms of that policy to the class,
2. post the policy on the Intranet within the first two weeks of class, and
3. maintain a record of attendance and/or performance in class.

The relevant faculty member shall notify in writing or by an electronic record any student affected by enforcement of a policy adopted under this section. A copy of the notice shall be sent to the Office of Academic Services.

Unannounced Attendance and Preparation Policies

Whether or not an instructor has adopted a policy on class attendance, he or she may penalize a student who fails to attend class in accordance with the terms of this subsection.

If an instructor has supporting documentation, she or he may penalize a student who has missed at least 30% of the regularly scheduled class meetings for that course. In such a case, the available penalty is to withdraw the student

from the course with the grade of “W” and a transcript notation that the student was “required to withdraw because of excessive absences.” Before the final examination and before taking this action, the instructor must notify the student.

Whether or not an instructor has supporting documentation, he or she may refuse to allow a student who has rarely or never attended class to take the final examination. As soon as the problem is discovered, the instructor must notify the student in jeopardy to give the student the opportunity to improve his or her attendance sufficiently to avoid the penalty. However, if the student’s attendance does not improve sufficiently, as defined reasonably by the instructor, the instructor may exercise one of the following options:

1. Assign a grade of “F” for the course; or
2. Allow the student to withdraw from the course with a grade of “W” and a transcript notation that the student was “required to withdraw because of excessive absences.”

If the problem is discovered so late in the semester that the student has no opportunity to improve his or her attendance sufficiently to avoid a penalty, the instructor may still refuse to permit the student to take the examination, but may only exercise Option (2), above. After imposition of either penalty, the student may retake the course for a new grade, but the original grade and/or notation remains on the transcript.

Good Faith Requirement

Instructors shall exercise good faith in applying penalties under this section.

Retention and Student Access to Examination Answers

For one year after an examination, an instructor is obligated to make available a student’s written examination upon request by the student. Students may not, however, photocopy their examination answers, nor may they remove their examination answers from the room in which they are stored without the instructor’s approval. The instructor has an obligation to make available to students in the course a copy of a model answer or several copies of “good answers” written by other students in the course. Students may not make photocopies of such model answers or “good answers” unless these items are on reserve in the Tulane Law Library or the instructor approves.

Grievance Procedures for Alleged Discrimination

All members of the Tulane Law School are subject to Tulane University’s Equal (<https://equity.tulane.edu/>

[sites/equity.tulane.edu/files/EO%20Policy.%20July%202017.pdf](https://equity.tulane.edu/files/EO%20Policy.%20July%202017.pdf)) Opportunity/Anti-Discrimination Policy, (<https://equity.tulane.edu/sites/equity.tulane.edu/files/EO%20Policy.%20July%202017.pdf>) which includes Tulane’s Anti-Harassment Policy. This policy provides that

Tulane University prohibits discrimination in its employment practices or educational programs/ activities on the basis of race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, gender identity, gender expression, pregnancy, marital status, military status, veteran status, or any other status or classification protected by federal, state or local law. Tulane University complies with applicable federal and state laws addressing discrimination, harassment and retaliation. Discrimination or harassment on the basis of any protected classification will not be tolerated.

Any member of the Tulane Law School community who believes he or she has experienced discrimination or harassment on any of these grounds by any member of the Tulane community is encouraged to report this conduct to the Vice Dean, the Assistant Dean of Students, or any of the individuals listed in the Equal Opportunity/Anti-Discrimination Policy. For additional information, please see the attached Equal Opportunity/Anti-Discrimination Policy.

A student who seeks to appeal a grade must comply with the procedures articulated in Section IV.I.

Degree Requirements General Graduate School Requirements

A full description of Master’s (p. 20) and PhD Degree (p. 23) 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.

Doctor of Juridical Science

Tulane Law School also offers the Doctor of Juridical Science (SJD) to a small number of candidates who already hold the LL.M. as well as the first law degree (JD or LL.B. or equivalent). The SJD is a research-oriented degree requiring completion of a dissertation which makes an original and significant contribution to legal scholarship.

Each SJD student is assigned a faculty advisor upon admission. During the first semester of enrollment, SJD students take between 10 and 12 credits of coursework. Thereafter, most SJD students work full-time on the dissertation until it is completed. Tulane’s expectation is that the final SJD dissertation will be submitted within four years following initial enrollment in the program. The dissertation is to make an original and significant contribution to legal scholarship. Each candidate defends his or her dissertation in an oral examination before a committee of the Tulane Law School faculty, supplemented with other University faculty where appropriate.

Degree Requirements for the SJD Program:

1. In order to obtain the SJD degree, a student must fulfill the following requirements, depending on the student’s particular circumstances upon admission to the program:

- a. Students admitted to the SJD program with a Tulane Law School Master's degree awarded five or fewer years prior to admission to the SJD program are exempt from any further coursework requirement.
 - b. Students admitted to the SJD program with a Tulane Master's degree awarded more than five years prior to admission to the SJD program must complete an additional 10 hours of coursework with a grade of B or better in each course.
 - c. Students admitted to the SJD program with a Master's degree from a law school in the United States (other than Tulane) or from an approved foreign law school in all cases must complete an additional 12 hours of coursework at Tulane.
2. All SJD students, including those exempt from some or all further coursework requirements, must be in residence for at least one year but are only required to pay full-time tuition and fees for at least one semester, typically the first semester of enrollment in the program. Students wishing to enroll in courses outside that one semester may do so on the understanding that they must pay tuition for each additional course they take.
 3. Every SJD candidate must write and defend successfully a dissertation which makes an original and significant contribution to legal scholarship. Unless specifically exempted from this requirement for very exceptional circumstances by the Graduate Programs Committee, the dissertation must be complete and the defense must take place within four years from the initial enrollment in the SJD program.
 4. Dissertation Committee: The committee will consist of three members one of whom is the supervisor who acts as the chair of the committee. The chair of the committee shall be a tenured member of the faculty. At least one of the other two members of the committee shall be a tenured or tenure-track member of Tulane Law School. Under normal circumstances, all members of the committee will be Tulane Law School faculty members, but there may be cases where it becomes necessary to ask a faculty member from another department of the University or a faculty member at another institution, foreign or domestic, to join the committee. The outside member must, however, be a tenured member of the faculty at his or her home institution. The selection of the dissertation committee will be decided by the student in consultation with the chair of the committee. The committee shall be empaneled at the earliest time after the candidate has taken residence but no later than the end of the first semester of residence. As soon as the committee has been established, the chair of the committee shall notify the Graduate Affairs Committee of the names of the members of the committee. The Graduate Affairs Committee shall transmit the information to the Assistant Dean for Academic Services for record keeping.
 5. Lengths of dissertations vary depending on the subject matter and the writing style of the authors, but as a general matter the length of a dissertation ranges between 200-300 pages, including appendix and bibliography. After the dissertation committee has approved the dissertation, the supervisor shall set up a meeting at which the candidate shall present an oral defense of the doctoral thesis. The dissertation committee will conduct the oral examination. The meeting for the oral defense is open to members of the Law School faculty.
 6. Clinical programs, the Trial Advocacy course and externships are not open to SJD students.

Juris Doctor

Candidates for the Juris Doctor degree must spend six full-time semesters in academic residence and complete 88 semester hours at the Law School with at least a 2.0 or C average. All candidates must successfully complete (i) the first-year curriculum, (ii) the Legal Profession course, (iii) the upper-class writing requirement, (iv) six credits of experiential learning, and (v) the 50-hour pro bono requirement.

First-Year Curriculum

Tulane's first-year curriculum emphasizes developing core analytic and legal writing skills.

Required Courses

All students are required to take the following courses:

Course ID	Title	Credits
1LAW 1080	Constitutional Law I	4
1LAW 1110	Contracts I	3
1LAW 1210	Criminal Law	3
1LAW 1310	Civil Procedure	4
1LAW 1510	Torts	4

Tulane offers its students the unique opportunity to take courses in the civil law system: during the Spring semester of their first year, JD students elect to complete the first-year curriculum by taking civil law courses (Civil Law Property and Obligations I) or common law courses (Common Law Property and Contracts II). All students have the option to take foundational and advanced courses in both systems as electives.

Course ID	Title	Credits
1LAW 1160	Contracts II	3
1LAW 1340	Civil Law Property	4
1LAW 1360	Common Law Property	4
1LAW 1410	Legal Research & Writing	0-4
1LAW 1420	Becoming Lawyers	0
1LAW 1440	Obligations I	3

Legal Research & Writing

The first-year legal research and writing program is designed to teach the fundamentals of legal writing and to acquaint the student with various research techniques utilizing the resources of the law library and computerized legal databases. Over the course of two semesters, students will learn the techniques of legal problem-solving, and learn to research and draft legal memoranda and briefs through a series of progressively more complex writing assignments. The course culminates with the drafting of an appellate brief and an oral argument before an appellate moot court.

Upper-Class Curriculum

After their first year, J.D. students are free to design their own curriculum from an array of electives, or to concentrate their studies in an area of curricular strength advanced courses in conjunction with our certificate programs. Optional summer programs and externship opportunities are offered in New Orleans and in a variety of locations throughout the world.

Upper-Level Writing Requirement

JD students must successfully complete one rigorous writing project after their first year of law school. The upper class writing requirement may be satisfied through an approved seminar or course, a directed research project supervised by a faculty member, or production under faculty supervision of a publishable case note or comment in any of our student-edited journals.

Experiential Learning

J.D. candidates must successfully complete courses providing a minimum of six experiential learning credits. Experiential credits may be earned through participation in our traditional live-client clinics, as well as through simulation courses and externship field placements.

Journals and Co-curricular Activities

Some students choose to hone their writing and editing abilities by joining one of our law journals. Others compete in trial and appellate teams in our Moot Court Program to train in oral and written advocacy.

Pro Bono Service

In addition to the academic requirements set forth above, each JD candidate must complete a total of 50 hours of approved uncompensated, law-related pro bono service.

Master of Jurisprudence

The Master of Jurisprudence program requires the completion of 30 credit hours, and typically takes two years to complete. This online, non-residential program was designed for human resource professionals and those seeking to transition into HR. Students will obtain additional expertise and familiarity with the extensive and complex body of federal and state regulations that govern most aspects of recruitment, hiring and retention of employees. The MJ-LEL program includes a one-time on-campus Education Immersion Weekend, in addition to its online course curriculum.

Education Immersion Weekend is held every summer, so students can plan to attend during either their first or second year in the program, but the experience of prior students indicates that the session is most beneficial to those who attend in their first year. It is both an academic and networking opportunity for students to meet their classmates, professors, and other professionals working in the area of labor and employment law. The occasion will include a keynote speaker, lectures and workshops from industry experts, and a variety of social activities.

Course ID	Title	Credits
Semester 1		
EMPL 6400	Legal Analysis I	
EMPL 6910	Intro to Employment Discrim	
Semester 2		
EMPL 6401	Legal Analysis II	
EMPL 5710	Intro to Labor Law Principles	
Semester 3		
EMPL 6460	Employment Law	
EMPL 5410	IP Issues in the Workplace	
Semester 4		
EMPL 6050	Sex & Gender Issues in Work	
Plus one 2-credit elective		
Semester 5		
EMPL 6000	Social Media Issues in Wkplace	

Plus one 2-credit elective

Semester 6

EMPL 6990 Capstone Course

Plus one 2-credit elective

ELECTIVE COURSES:

EMPL 5000 Developing & Manage Workforce

EMPL 5800 Negotiating Skills

EMPL 6100 Investigat Employee Complaints

EMPL 6500 Employee Medical Leaves

EMPL 6600 Privacy in the Workplace

Master of Laws

Candidates for the Master of Laws degree must complete 24 semester hours of coursework. Full-time students are expected to complete the LLM in two semesters (one academic year). LLM students must also write at least one paper in connection with a seminar in their field of interest or in connection with a directed research project.

LLM Students who received a JD or LLB (or equivalent) from a school located outside of the United States must enroll in a three-week summer orientation course, Introduction to US Law. International students must also complete and pass a legal research and writing course.

Candidates for all Master's degrees must satisfy the following requirements:

Satisfactory completion of 24 credits of coursework at the Law School. "Satisfactory completion" is defined under Academic Standards in the Student Handbook. All 24 credits of coursework must be completed at Tulane Law School, but up to 3 credits may be completed in a Tulane Law School summer abroad program. No transfer credit for work completed at other law schools can be granted toward the LLM degrees at Tulane Law School.

Full-time students must complete between 10 and 12 credits of coursework in each of two consecutive fall and spring semesters, except with special permission. Part-time students must complete between 4 and 7 credits of coursework each semester, completing all degree requirements in four semesters, with the option of attending one Tulane Law School summer session in New Orleans for up to 3 credits of coursework.

Students are required to write papers for at least three but not more than nine credits of coursework, in courses requiring or permitting completion of a paper in lieu of an exam. Directed research credit falls in this category and may be substituted for up to three credits of the writing requirement. Students may not receive credit for directed research beyond the nine-credit writing credit maximum. The course Legal Research & Writing for International Graduate Students may not be counted toward the writing requirement.

All master's degree candidates who have received the first law degree from a school outside the 50 United States must enroll in Introduction to American Law (2 credits) and Legal

Research & Writing for International Graduate Students (1 or 2 credits), in addition to any specific degree requirements. Because the Introduction to American Law course is offered only in the summer immediately preceding the start of the fall semester, all LLM candidates whose first law degrees are from schools outside the 50 United States must arrive at Tulane by late July.

Clinical programs and the Trial Advocacy course are not open to graduate students.

Students in the full-time graduate studies programs must be enrolled as full-time students at the Law School for one academic year (i.e., two full-time semesters). A full-time semester is defined as enrollment in 10 or more credits of coursework. Students may not pursue degrees in absentia.

General LLM Degree Requirements

The General LLM program allows the student to design his or her own course of study. There are no specific course requirements (beyond the three to four hours of courses required for all international students and the writing requirement). Each student in the General LLM program may plan an individual course program.

Students must meet all financial obligations to the University.

Each student must, after fulfilling all other degree requirements, be recommended for the degree by the law faculty.

LLM in Admiralty Degree Requirements

Candidates for the LLM in Admiralty must fulfill the General Degree Requirements and must also complete at least 13 of the 24 credits required for the degree in admiralty courses.

Typically, the following admiralty courses are offered:

- Admiralty I
- Admiralty II
- Carriage of Goods by Sea
- Charter Parties
- Collision Law & Limitation of Liability
- Law of the Sea
- Marine Insurance I
- Marine Insurance II
- Personal Injury & Death
- Marine Pollution
- Regulation of Shipping & Commerce
- Admiralty Seminar
- Tugs & Towage
- Vessel Documentation & Finance

Additional admiralty courses, including month-long mini courses, are offered each year by visiting professors from throughout the world. In recent years, these courses have included Comparative Carriage of Goods, International Jurisdiction in Maritime Cases, Maritime Liens, Law of the Sea, and International Conventions.

LLM in American Law Degree Requirements

Candidates for the LLM in American Law must fulfill the General Degree Requirements and must also take at least 14 hours of coursework in the following subjects:

- Constitutional Law
- Contracts
- Criminal Law
- Corporations
- Business Enterprises
- Evidence
- Intellectual Property
- Federal Civil Procedure
- Taxation
- Uniform Commercial Code
- Torts, or (if planning to take the Louisiana bar exam) Louisiana Civil Procedure or Louisiana Obligations Law.

Students seeking this degree are also required to take either Common Law Property or Civil Law Property.

Remaining hours of coursework for the degree may be selected from any other courses open to graduate students at Tulane Law School.

LLM in Energy & Environment Degree Requirements

The LLM in Energy & Environment requires, in addition to the general degree requirements for LLM candidates, completion of 15 credit hours of coursework in energy and environmental law courses. Students must enroll in the **Graduate Seminar in Energy & Environment** (<https://law.tulane.edu/courses/energy-environment-llm-seminar/>) as well as two of the following three courses: **Natural Resources** (<https://law.tulane.edu/courses/environmental-law-natural-resources/>), **Pollution Control** (<https://law.tulane.edu/courses/environmental-law-pollution-control/>) and **Energy Law, Regulation and Policy** (<https://law.tulane.edu/courses/energy-law-regulation-and-policy/>). A list of additional energy and environmental law electives from the current and past two academic years may be found **here** (https://law.tulane.edu/course-descriptions/?field_academic_area_value=9). Not all of these courses are offered every year. In appropriate circumstances and with the concurrence of the faculty, other courses may be substituted.

In addition to fulfilling the General Degree Requirements for all LLM programs, students must complete 15 hours in specified environmental or energy law courses.

- Successful completion of two foundation courses, chosen from Pollution Control Law, Natural Resources Law, and Energy Law. (Each of these courses carries 3 credits.)
- Successful completion of Graduate Seminar in Energy & Environment (1 credit).
- Successful completion of three additional courses, chosen from:
 - Administrative Law
 - Oil & Gas Law (basic or advanced)
 - Coastal & Wetlands Law
 - Environmental Enforcement
 - Comparative Environmental Law
 - Hazardous & Solid Waste Regulation

- Historic Preservation Law
- International Environmental Law
- Land Use Planning
- Marine Pollution Law
- Regulation of Toxic Substances
- Toxic Tort Litigation
- Water Law
- Wildlife & Endangered Species Law

Not all of these courses are offered every year. In appropriate circumstances and with the concurrence of the faculty, other courses may be substituted for the courses listed.

LLM in International & Comparative Law Degree Requirements

Each student's course of study is at least somewhat dependent upon the background and previous legal education of the individual student and on the student's objectives. For example, US students interested in European legal studies would need exposure to European legal sources and European Community Law. A student from Germany, however, might focus her studies somewhat differently, seeking exposure to common law subjects and to other areas which she would be unlikely to have studied previously. Each student designs his or her course of study with the assistance of a faculty advisor.

In addition to fulfilling the General Degree Requirements, all candidates for the LLM in International & Comparative Law are required to enroll in a total of 13 semester hours of international and comparative law courses. All students who have not already taken a public international law course are required to take Public International Law, with the remaining 10 hours of specialized coursework chosen from the following offerings:

- Civil Law Seminar
- Comparative Law: European Legal Systems
- European Union Law
- European Law of Obligations: French or German
- European Legal History
- Foreign Affairs and National Security
- Human Rights Discourse
- Immigration Law
- International Sale of Goods
- Transnational Litigation
- International Business Transactions
- International Commercial Arbitration
- International Criminal Law
- International Environmental Law
- International Human Rights
- International Income Tax
- International Intellectual Property
- International Trade, Finance and Banking
- Law of the Sea
- Maritime and National Security Law
- Products Liability & Mass Torts in Comparative Perspective
- Any one-credit mini-courses in international and comparative law

Programs Programs

- Doctor of Juridical Science (p. 72)
- Juris Doctor (p. 62)
 - JD Certificates (p. 63)
 - Civil Law Certificate (p. 63)
 - Environmental Law Certificate (p. 64)
 - International and Comparative Law Certificate (p. 64)
 - Maritime Law Certificate (p. 65)
 - Sports Law Certificate (p. 65)
- Master of Jurisprudence (p. 70)
 - Energy Law, MJ (p. 70)
 - Environmental Law, MJL (p. 70)
 - Labor and Employment, MJ (p. 71)
- Master of Laws (p. 66)
 - Admiralty, LMA (p. 67)
 - American Law, AML (p. 68)
 - Energy & Environment, MEL (p. 68)
 - General Law, LLM (p. 69)
 - International and Comparative Law, LMI (p. 69)

Joint Degrees

The curriculum of the law school and the university offer Juris Doctor (JD) candidates a variety of opportunities to pursue interdisciplinary studies.

Tulane law students may pursue one of several joint degree programs established with the School of Social Work, the School of Public Health and Tropical Medicine, the A.B. Freeman School of Business, and the Stone Center for Latin American Studies. Students may petition the Law School and another division of Tulane University to permit other joint degree programs. Possibilities include the JD in combination with MA degrees offered by several of the School of Liberal Arts or the School of Science and Engineering.

Students interested in pursuing these possibilities should confer with the Vice Dean of the Law School and then with the appropriate administrator or faculty member in the other department or division of Tulane University.

JD/Master of Business Administration (MBA)

Joint degree candidates complete a minimum of 45 semester hours of coursework at the Freeman School of Business, in addition to coursework for the JD. Requirements for the 3-year and 4-year joint degree options are detailed below.

3 Year Option

Course ID	Title	Credits
Semester One (Summer Before Second Year or Earlier)		
ACCN 6050	Accounting Measurement, Reporting, and Control	3
MCOM 6020	Business Communications	3
MGMT 6080	Managing People in Orgs	3
MGSC 6020	Business Stats and Models	3
LGST 6150	Business and Law Seminar	0

Semester Two (Fall of Second Year)

FINE 6020	Analysis for Financial Mgmt	3
MGMT 6030	Strategic Management	3
MKTG 6020	Marketing	3
Elective ¹		3

Semester Three (Spring of Second Year)

FINE 6060		3
MGMT 7110	Negotiations	3
MGSC 6090	Ops and Supply Chain Mgmt	3
Elective ¹		3

Semester Four (Fall of Third Year)

Elective ¹		3
Elective ¹		3

Semester Five (Spring of Third Year)

MGMT 6040	Business Ethics & Leadership	3
-----------	------------------------------	---

Total Credit Hours **45**

¹ The timing of these electives is suggested; however, students may opt to pursue electives in any semester in which they don't have conflicts in the law school.

4 Year Option

Course ID	Title	Credits
Fall Semester		
ACCN 6050	Accounting Measurement, Reporting, and Control	3
FINE 6020	Analysis for Financial Mgmt	3
MCOM 6020	Business Communications	3
MGMT 6030	Strategic Management	3
MGSC 6020	Business Stats and Models	3
CDMA 6010	Career Development I	0
Spring Semester		
FINE 6060		3
MGMT 6700		2
MGSC 6090	Ops and Supply Chain Mgmt	3
MKTG 6020	Marketing	3
Electives		6
Remaining Requirements		
MGMT 6710	Latin America-Global Leadership II	2
or MGMT 6720	Asia-Global Leadership III	
Electives		15
Total Credit Hours		49

Questions about the MBA program should be directed to the A.B. Freeman School of Business (<https://freeman.tulane.edu/>).

JD/Master of Accounting (MACCT)

This program is directed at students who enter with the appropriate background in accounting and business. The MACCT is designed to meet all accounting accreditation requirements and allow students to qualify for the CPA examination in most states.

The accounting prerequisites are Financial Accounting Principles, Managerial/Cost Accounting Principles, and Intermediate Accounting. An undergraduate accounting degree is not required.

Joint degree candidates take a total of 24 semester hours of coursework at the Freeman School of Business, in addition to 82 hours of law coursework. The usual MACCT requirements are reduced from 30 hours to 24 hours in recognition of electives taken at the Law School. MACCT students are required to complete the following at the Freeman School:

Core Courses

ACCN 7100 Ethics in Accounting and Finance (3 c.h.)

ACCN 7110 Auditing (3 c.h.)

ACCN 7120 Advanced Financial Accounting (3 c.h.)

ACCN 7140 Advanced Managerial Accounting (3 c.h.)

TAXN 7100 Principles of Entity Taxation (3 c.h.)

Elective Courses

JD/MACCT students take nine (9) semester hours of MACCT core or elective courses distributed across their second and third year fall and spring semesters in the program to bring the total MACCT courses taken for credit to 24 hours.

JD/MACCT students may not:

- Take courses with essentially the same content in both the Freeman School and the Law School.
- Take LGST 7210 Business Law (3 c.h.).
- Take ACCN 7560 Professional Accounting Internship (1-3 c.h.).

Questions about the Master of Accounting program should be directed to the A.B. Freeman School of Business (<https://freeman.tulane.edu/>).

JD/Master of Health Administration (MHA)

Tulane Law students may combine their studies with the MHA degree for health administration. The MHA degrees requires a total of 60 credits and a 960 hour administrative residency. Students accepted as joint degree students may apply up to 10 credits of specific law school courses related to health care toward the MHA degree. Joint degree student complete all of the requirements for the MHA degree

Tulane Law students may also do a joint degree with the MPH in Health Systems Management. The MPH is 45 credits and joint degree student may apply up to 10 credits of specific law school credits to the MPH.

Joint degree students complete the same MPH in Health Systems Management requirements.

Candidates must also take at least three credit hours of health law/health regulation coursework at the Law School as part of the Law School's required 79 semester hours of credit.

Students must also complete the MHA culminating experience and administrative residency requirements. JD/MHA students complete both degrees in four years.

Questions about the MHA program should be directed to the Department of Global Health Management and Policy at the School

of Public Health & Tropical Medicine (<http://sph.tulane.edu/>) at ghsd@tulane.edu.

JD/Master of Social Work (MSW)

Students who wish to pursue the JD and Master of Social Work (MSW) degrees jointly must do so by beginning the joint program at the School of Social Work. The School of Social Work, which normally requires 60 credit hours, grants 6 hours for work completed at the Law School, thereby reducing its own requirements to 54 credit hours. The Law School reduces its requirements from 88 to 79 hours. Completion of both degrees takes four years.

The social work curriculum has foundation and advanced components in nine areas: social work values and ethics; diversity; promotion of social and economic justice; populations at risk; human behavior and the social environment; social work practice; social policy practice; research; and field practicum. During the first year of the MSW program, students enroll in the following courses:

- Professional Foundations of Social Work
- Tools for Learning and Practice: Evidence-Based Social Work Practice
- Theories of Human Behavior in the Social Environment
- Relationship-Centered Methods for Social Work Practice

Students take advanced courses in crisis intervention and brief treatment; spirituality and social work; cultural competence; clinical work with children and adolescents; psychotherapy practice with couples and family; violence in the family; human sexuality; death and dying; gerontology; and a variety of other treatment-oriented subjects.

Questions about the MSW program should be directed to the School of Social Work (<https://tssw.tulane.edu/>).

JD/MA in Latin American Studies

Tulane's Latin American Studies program is considered to be among the top programs in the United States. Some 80 faculty members from throughout the university teach and advise students who are pursuing degrees in Latin American Studies. The program houses one of only three separate and distinct Latin American Studies libraries in the United States.

Students pursuing the joint JD/MA in Latin American Studies must complete 24 semester hours of coursework in graduate courses approved by the Stone Center for Latin American Studies. At least one of these courses must be an interdisciplinary, integrating seminar offered by the Stone Center for Latin American Studies. An interdisciplinary thesis option is offered in lieu of one three-credit course. Typically, a staff member of the Center for Latin American Studies serves as program advisor for joint JD/MA candidates.

Questions about the MA in Latin American Studies can be directed to the Stone Center for Latin American Studies (<https://stonecenter.tulane.edu/>).

Juris Doctor

Our Curriculum

Tulane's first-year program emphasizes developing core analytic and legal writing skills. Faculty teach required first-year courses in classes of approximately 75 students to encourage close participation in the

give-and-take of Socratic discussion. Using the case method, students dissect judicial decisions, respond to professors' and classmates' questions and carefully consider competing arguments. First-year legal research and writing professors also teach small-section courses, in which students develop the writing strategies and skills to succeed in practice.

After the first year, students are free to design their own curriculum from an array of electives. Tulane offers specialized courses in conjunction with our certificate programs, which approximately one-third of students complete. Many students also earn academic credit through in-depth training opportunities outside the classroom. Some choose to hone their writing and editing techniques by joining one of our eight legal journals. Others compete in trial and appellate moot court teams to train in oral and written advocacy. Students acquire real-world experience in our law clinics and labs. Our clinics, Trial Advocacy course and boot camp skills-training program teach the students key skills to succeed in their future practice.

Areas of Study

Tulane is proud to offer six distinctive programs in which students may earn a certificate of concentration: Civil Law, International and Comparative Law, Maritime Law, Environmental Law and Sports Law.

Beyond the certificate programs, Tulane holds core courses in alternative dispute resolution; constitutional law; consumer law; corporate and commercial law; civil law and procedure; criminal law and procedure; energy law; legal ethics and professionalism; family law; health law; labor and employment law; property and real estate law; administrative and regulatory law; state and local government procedure; tax law; and advanced legal writing. Faculty in both specialty and traditional areas of study are nationally and internationally recognized for their contributions to their fields. Upper-level students have the freedom to choose from our broad range of course offerings and can select any combination of classes.

Civil Law Program

Tulane Law's capacity to teach the world's two preeminent legal systems is one of its greatest strengths. Students who intend to practice in common law jurisdictions will find the same extensive course offerings at Tulane as at other national law schools. However, Tulane offers students who plan to practice internationally or in civil law jurisdictions an assortment of civil law classes not offered at most law schools. Students may take either common or civil law courses, and many take a mix of both to expand their legal knowledge and practice potential.

Requirements

Candidates for the Juris Doctor degree must spend six full-time semesters in academic residence and complete 88 semester hours at the Law School with at least a 2.0 or C average. All candidates must successfully complete (i) the first-year curriculum, (ii) the Legal Profession course, (iii) the upper-class writing requirement, (iv) six credits of experiential learning, and (v) the 50-hour pro bono requirement.

First-Year Curriculum

Tulane's first-year curriculum emphasizes developing core analytic and legal writing skills.

Required Courses

All students are required to take the following courses:

Course ID	Title	Credits
1LAW 1080	Constitutional Law I	4
1LAW 1110	Contracts I	3
1LAW 1210	Criminal Law	3
1LAW 1310	Civil Procedure	4
1LAW 1510	Torts	4

Tulane offers its students the unique opportunity to take courses in the civil law system: during the Spring semester of their first year, JD students elect to complete the first-year curriculum by taking civil law courses (Civil Law Property and Obligations I) or common law courses (Common Law Property and Contracts II). All students have the option to take foundational and advanced courses in both systems as electives.

Course ID	Title	Credits
1LAW 1160	Contracts II	3
1LAW 1340	Civil Law Property	4
1LAW 1360	Common Law Property	4
1LAW 1410	Legal Research & Writing	0-4
1LAW 1420	Becoming Lawyers	0
1LAW 1440	Obligations I	3

Legal Research & Writing

The first-year legal research and writing program is designed to teach the fundamentals of legal writing and to acquaint the student with various research techniques utilizing the resources of the law library and computerized legal databases. Over the course of two semesters, students will learn the techniques of legal problem-solving, and learn to research and draft legal memoranda and briefs through a series of progressively more complex writing assignments. The course culminates with the drafting of an appellate brief and an oral argument before an appellate moot court.

Upper-Class Curriculum

After their first year, J.D. students are free to design their own curriculum from an array of electives, or to concentrate their studies in an area of curricular strength advanced courses in conjunction with our certificate programs. Optional summer programs and externship opportunities are offered in New Orleans and in a variety of locations throughout the world.

Upper-Level Writing Requirement

JD students must successfully complete one rigorous writing project after their first year of law school. The upper class writing requirement may be satisfied through an approved seminar or course, a directed research project supervised by a faculty member, or production under faculty supervision of a publishable case note or comment in any of our student-edited journals.

Experiential Learning

J.D. candidates must successfully complete courses providing a minimum of six experiential learning credits. Experiential credits may be earned through participation in our traditional live-client clinics, as well as through simulation courses and externship field placements.

Journals and Co-curricular Activities

Some students choose to hone their writing and editing abilities by joining one of our law journals. Others compete in trial and appellate teams in our Moot Court Program to train in oral and written advocacy.

Pro Bono Service

In addition to the academic requirements set forth above, each JD candidate must complete a total of 50 hours of approved uncompensated, law-related pro bono service.

JD Certificates

Tulane Law is proud to offer Juris Doctor (JD) candidates the opportunity to pursue a certificate of concentration in areas that draw upon our curricular strengths and the expertise of our faculty.

Students may elect to pursue a concentration in one of six certificate programs:

- Civil Law Certificate (p. 63)
- Environmental Law Certificate (p. 64)
- International and Comparative Law Certificate (p. 64)
- Maritime Law Certificate (p. 65)
- Sports Law Certificate (p. 65)

Requirements

There are currently six areas in which Tulane J.D. students can earn a certificate of concentration upon graduation if they complete a prescribed curriculum of upper-class courses. These areas are Civil Law, Environmental Law, European Legal Studies, International & Comparative Law, Maritime Law, and Sports Law. To avoid having students overspecialize in their J.D. studies, no student will be awarded more than one certificate of concentration. Students will register for a certificate program by submitting the JD Certificate Selection Form before their last semester (the form is located under the Forms link of the Academic Services page on the TLS Intranet (<https://intranet.law.tulane.edu/default.aspx>), or may be picked up from the Law School Academic Services Office). The specific requirements for each certificate are listed in the registration materials.

Civil Law Certificate

Professor Ronald J. Scalise, Jr., Director

Tulane has taught both common and civil law courses for more than 160 years and takes pride in fostering exceptional civil law scholarship both in Louisiana and across the globe. For students who plan to practice internationally or in civil law jurisdictions, Tulane offers an assortment of civil and comparative law courses unavailable at most law schools.

Students must complete and pass a total of 18 credit hours. Of these, at least 15 credit hours must be taken from among the courses designated in the registration materials as "Basic Courses," with at least one course drawn from each of the three groups. The 3 additional credit hours may be taken from either the Basic Courses or the courses designated "Enrichment Courses."

Requirements

Basic Courses

Students must select one course from each group, and may take any additional basic courses to make up the total of 15 credit hours:

Group I: Fundamental Principles, Obligations and Special Contracts

- Obligations I
- Obligations II
- Commercial Law: Civil Law Security Rights
- Civil Law Torts

Group II: Persons and Family Property

- Family Law: Civil and Common
- Community Property
- Successions, Donations and Trusts

Group III: Property and Procedure

- Civil Law Property I
- Civil Law Property II
- Louisiana Civil Procedure

Enrichment Courses

Students may take their final three credit hours from the basic courses or the following enrichment courses:

- Civil Law Seminar
- Civil Law Persons
- Mixed Jurisdictions Seminar
- Comparative Law: European Legal Systems
- Comparative Private Law
- Real Estate Transactions & Finance: Common & Civil Law
- Roman Law
- Directed Research in Civil Law
- Clinical experience with civil law content, upon approval by the certificate Director.
- Visitor, summer school abroad and mini-courses identified as appropriate by the Civil Law Faculty.

Environmental Law Certificate

Professor Mark Davis, Director

As a leader in environmental legal education, Tulane has offered JD students the option to pursue a certificate in Environmental Law since 1979. The certificate program is designed to prepare students for the legal problems they will confront in practice, whether on behalf of government agencies, industrial clients, private litigants, or public interest groups.

Requirements

Students must complete and pass the following requirements totaling 15 credit hours:

Basic Courses

Students must take two of the following three courses:

- Administrative Law
- Pollution Control
- Natural Resources Law

Enrichment Courses

Students must take additional environmental law or related courses from the following list totaling nine credit hours (or six credit hours if all three foundation courses are taken):

- Climate Change
- Coastal and Wetland Law
- Comparative Environmental Law
- Hazardous Waste Law
- Toxic Torts
- International Environmental Law
- Environmental Enforcement
- Environmental Law Clinic (only 3 credits count toward the certificate)
- EU: Energy & Environmental Law & Policy
- Marine Pollution
- Oil and Gas Law
- Historic Preservation Law
- Endangered Species and Biodiversity Law
- Sustainable Energy Law & Policy
- Law, Sustainability & Development
- Law of the Sea
- Water Resources Law and Policy

Note: Other courses in this area may be available in some years and may be counted toward the certificate with the approval of the faculty.

International and Comparative Law Certificate

Professor Adeno Addis, Director

Tulane's capacity to teach the world's two preeminent legal systems is one of our greatest strengths: The intermingling of legal systems in Tulane's curriculum sparked the development of our International and Comparative Law Program, which prepares students to tackle complex legal issues at home and across the globe.

Requirements

Students must complete and pass the following requirements totaling 15 credit hours:

Basic Courses

Students must complete two of the following four courses (summer abroad courses excluded):

- Comparative Constitutional Law
- Comparative Private Law
- International Human Rights
- Public International Law
- Transnational Litigation

Enrichment Courses

Students must complete additional international and comparative law courses taken from the following list or from the list of foundation courses totaling nine credit hours (up to three of which may be completed in an approved summer abroad course):

- Any course or seminar with "Comparative" in the title
- Any seminar with "International" in the title
- Conflict of Laws
- Election Law
- Environmental Law: International
- European Union: Constitutional Law
- European Union: Business Law
- Foreign Affairs & National Security
- International Anti-Corruption & Other Global Compliance Issues
- International Business Transactions
- International Commercial Arbitration
- International Criminal Law
- International Sale of Goods
- International Trade, Finance & Banking
- Law of the Sea
- Modern European Legal History
- Socio-Economic Rights
- Transatlantic Trade
- Transnational Law
- Tax: International Tax
- World Trade Organization Seminar
- Any international and comparative mini-course approved by the relevant faculty

Maritime Law Certificate

Professor Martin Davies, Director

Tulane's Admiralty Law Program offers more admiralty and maritime law courses than any other law school in the United States. The courses are taught by members of the full time faculty, distinguished visiting professors and judges from around the world, and experienced practitioners from the local admiralty bar.

Requirements

Students must complete and pass the following requirements totaling 12 credit hours:

Basic Courses

Students must take the following two courses:

- Admiralty I
- Admiralty II

Enrichment Courses

Students must take three additional courses (excluding summer abroad courses) totaling a minimum of six credit hours from among the following courses:

- Any course with the prefix "Admiralty"
- Any mini-course with the prefix "Admiralty"
- Law of the Sea
- Marine Pollution
- Maritime & National Security
- Introduction to Chinese Maritime Law

Sports Law Certificate

Professor Gabe Feldman, Director

Tulane's Sports Law Program enables students to understand and deal with the challenging legal and business problems regularly confronting people in the sports industry.

The Sports Law Program at Tulane Law School extends far beyond the classroom. The program has many different components, each designed to give students the opportunity to learn, experience, discuss and debate the application of law to the sports industry and to pursue a career in sports law. The combination of academic studies, networking and practical training in legal writing helps students hone the skills necessary to succeed during internships and professional opportunities in the sports industry.

Requirements

Basic Courses

Students must complete and pass the following requirements totaling 15 credit hours:

- Antitrust
- Intellectual Property
- Labor Law
- Sports Law: Antitrust and Labor Law
- Sports Law: International and Intellectual Property

Recommended Courses

These courses are highly recommended:

- Business Enterprises
- Income Tax

One of these courses is also highly recommended:

- Negotiation & Mediation Advocacy
- The Berlin summer program
- Any other course(s) in the areas of dispute resolution or negotiation approved by the Director

Master of Laws

For more than 75 years, Tulane Law's Master of Laws (LLM) program has offered students from across the globe a unique and valuable opportunity to pursue advanced legal education.

Candidates for the Master of Laws degree must complete 24 semester hours of coursework. Full-time students are expected to complete the LLM in two semesters (one academic year). LLM students must also write at least one paper in connection with a seminar in their field of interest or in connection with a directed research project.

LLM Students who received a JD or LLB (or equivalent) from a school located outside of the United States must enroll in a three-week summer orientation course, Introduction to US Law. International students must also complete and pass a legal research and writing course.

Candidates for all Master's degrees must satisfy the following requirements:

Satisfactory completion of 24 credits of coursework at the Law School. "Satisfactory completion" is defined under Academic Standards in the Student Handbook. All 24 credits of coursework must be completed at Tulane Law School, but up to 3 credits may be completed in a Tulane Law School summer abroad program. No transfer credit for work completed at other law schools can be granted toward the LLM degrees at Tulane Law School.

Full-time students must complete between 10 and 12 credits of coursework in each of two consecutive fall and spring semesters, except with special permission. Part-time students must complete between 4 and 7 credits of coursework each semester, completing all degree requirements in four semesters, with the option of attending one Tulane Law School summer session in New Orleans for up to 3 credits of coursework.

Students are required to write papers for at least three but not more than nine credits of coursework, in courses requiring or permitting completion of a paper in lieu of an exam. Directed research credit falls in this category and may be substituted for up to three credits of the writing requirement. Students may not receive credit for directed research beyond the nine-credit writing credit maximum. The course Legal Research & Writing for International Graduate Students may not be counted toward the writing requirement.

All master's degree candidates who have received the first law degree from a school outside the 50 United States must enroll in Introduction to American Law (2 credits) and Legal Research & Writing for International Graduate Students (1 or 2 credits), in addition to any specific degree requirements. Because the Introduction to American Law course is offered only in the summer immediately preceding the start of the fall semester, all LLM candidates whose first law degrees are from schools outside the 50 United States must arrive at Tulane by late July.

Clinical programs and the Trial Advocacy course are not open to graduate students.

Students in the full-time graduate studies programs must be enrolled as full-time students at the Law School for one academic year (i.e., two full-time semesters). A full-time semester is defined as enrollment in 10 or more credits of coursework. Students may not pursue degrees in absentia.

LLM candidates may pursue one of the following degree programs:

- Admiralty, LMA (p. 67)
- American Law, AML (p. 68)
- Energy & Environment, MEL (p. 68)
- General Law, LLM (p. 69)
- International and Comparative Law, LMI (p. 69)

Requirements Coursework

Candidates for the Master of Laws degree must complete 24 semester hours of coursework. Full-time students are expected to complete the LLM in two semesters (one academic year). LLM students must also write at least one paper in connection with a seminar in their field of interest or in connection with a directed research project.

LLM Students who received a JD or LLB (or equivalent) from a school located outside of the United States must enroll in a three-week summer orientation course, Introduction to US Law. International students must also complete and pass a legal research and writing course.

Candidates for all Master's degrees must satisfy the following requirements:

Satisfactory completion of 24 credits of coursework at the Law School. "Satisfactory completion" is defined under Academic Standards in the Student Handbook. All 24 credits of coursework must be completed at Tulane Law School, but up to 3 credits may be completed in a Tulane Law School summer abroad program. No transfer credit for work completed at other law schools can be granted toward the LLM degrees at Tulane Law School.

Full-time students must complete between 10 and 12 credits of coursework in each of two consecutive fall and spring semesters, except with special permission. Part-time students must complete between 4 and 7 credits of coursework each semester, completing all degree requirements in four semesters, with the option of attending

one Tulane Law School summer session in New Orleans for up to 3 credits of coursework.

Students are required to write papers for at least three but not more than nine credits of coursework, in courses requiring or permitting completion of a paper in lieu of an exam. Directed research credit falls in this category and may be substituted for up to three credits of the writing requirement. Students may not receive credit for directed research beyond the nine-credit writing credit maximum. The course Legal Research & Writing for International Graduate Students may not be counted toward the writing requirement.

All master's degree candidates who have received the first law degree from a school outside the 50 United States must enroll in Introduction to American Law (2 credits) and Legal Research & Writing for International Graduate Students (1 or 2 credits), in addition to any specific degree requirements. Because the Introduction to American Law course is offered only in the summer immediately preceding the start of the fall semester, all LLM candidates whose first law degrees are from schools outside the 50 United States must arrive at Tulane by late July.

Clinical programs and the Trial Advocacy course are not open to graduate students.

Students in the full-time graduate studies programs must be enrolled as full-time students at the Law School for one academic year (i.e., two full-time semesters). A full-time semester is defined as enrollment in 10 or more credits of coursework. Students may not pursue degrees in absentia.

Length of Study

All LLM programs are offered on a full-time and part-time basis. Full-time students are expected to complete the LLM in two semesters, or one academic year. Due to student visa requirements, many international students are required to enroll on a full-time basis. Attorneys in full-time practice in the New Orleans area have an exclusive option to enroll in the part-time program toward the LLM in Admiralty. All part-time LLM students must complete the program in four consecutive (non-summer) semesters.

Residency Requirements

All international LLM students begin the Introduction to US Law course in mid-July and proceed directly into the fall semester, which begins in late August and concludes at the beginning of December; fall-semester exams take place in December before the winter break. The spring semester begins in mid-January and concludes in late April, followed by spring-semester exams. Commencement ceremonies and conferral of degrees take place in May.

Summer Abroad Option

Tulane LLM students admitted to any of our full-time programs may begin the LLM program in the summer by attending one of Tulane's summer abroad programs. Up to 3 of the 24 credits required for the LLM program may be completed in a Summer Abroad Program. Tuition is included in the academic year costs, leaving students who proceed immediately into the LLM program responsible only for their living

expenses during the summer abroad program. International students must arrive in New Orleans by the start of the Introduction to US Law course in mid-July.

Programs

- Admiralty, LMA (p. 67)
- American Law, AML (p. 68)
- Energy & Environment, MEL (p. 68)
- General Law, LLM (p. 69)
- International and Comparative Law, LMI (p. 69)

Admiralty, LMA

Tulane Law School is known internationally for its admiralty and maritime law program. The city of New Orleans, located near the mouth of the Mississippi River and the Gulf of Mexico, is a significant maritime center, and the lower Mississippi River is one of the largest ports in the world. New Orleans itself has the second largest admiralty bar in the United States. As a result of the natural focus on maritime issues in New Orleans, Tulane Law School has become an important center for the study of admiralty and maritime law.

To qualify for the degree of LLM in Admiralty, the student must complete at least 13 of the 24 hours required for the degree in admiralty courses. A list of admiralty courses from the current and past two academic years may be found **here** (<https://catalog.tulane.edu/law/#coursestext>). Additional admiralty courses, including mini courses, are offered each year by visiting professors from throughout the world.

Students may enroll in this program on a full-time basis, completing it over one year. Attorneys practicing full-time in the New Orleans area may enroll on a part-time basis, completing the program over four consecutive semesters.

Requirements

Candidates for the LLM in Admiralty must fulfill the General Degree Requirements and must also complete at least 13 of the 24 credits required for the degree in admiralty courses.

Typically, the following admiralty courses are offered:

- Admiralty I
- Admiralty II
- Carriage of Goods by Sea
- Charter Parties
- Collision Law & Limitation of Liability
- Law of the Sea
- Marine Insurance I
- Marine Insurance II
- Personal Injury & Death
- Marine Pollution
- Regulation of Shipping & Commerce
- Admiralty Seminar
- Tugs & Towage
- Vessel Documentation & Finance

Additional admiralty courses, including month-long mini courses, are offered each year by visiting professors from throughout the world. In recent years, these courses have included Comparative Carriage of Goods, International Jurisdiction in Maritime Cases, Maritime Liens, Law of the Sea, and International Conventions.

American Law, AML

This degree is intended primarily for international students who hold a first degree in law (JD or LLB or equivalent) from a non-U.S. law school and who wish to establish eligibility to take a state bar examination in the United States, where permitted by state bar authorities. The degree will give students from foreign jurisdictions a thorough understanding of the fundamental principles of U.S. law and the American legal system, as well as an appreciation for law practice in the United States.

The academic program is designed to enable students who earn the degree to satisfy the American law school course requirements of the Bar Admissions Committees of Louisiana and New York. These two U.S. states are among those whose rules permit foreign lawyers to sit for their bar exam subject to, inter alia, completion of certain coursework in American Law. Students seeking to take the bar examinations in these two states, or any other state, must still meet all other eligibility requirements of the state in which they seek to take the bar examination, and are therefore urged to review those requirements at the earliest possible time.

The American LLM requires, in addition to the general degree requirements, completion of at least 14 hours of coursework in the following subjects: Constitutional Law, Contracts, Criminal Law, Corporations or Business Enterprises, Evidence, Intellectual Property, Federal Civil Procedure, Taxation, Uniform Commercial Code, Torts, or (if planning to take the Louisiana bar exam) Louisiana Civil Procedure or Louisiana Obligations Law. Students seeking this degree are also required to take either Common Law Property or Civil Law Property. Remaining hours of coursework for the degree may be selected from any other courses open to graduate students at Tulane Law School.

Requirements

Candidates for the LLM in American Law must fulfill the General Degree Requirements and must also take at least 14 hours of coursework in the following subjects:

- Constitutional Law
- Contracts
- Criminal Law
- Corporations
- Business Enterprises
- Evidence
- Intellectual Property
- Federal Civil Procedure
- Taxation
- Uniform Commercial Code
- Torts, or (if planning to take the Louisiana bar exam) Louisiana Civil Procedure or Louisiana Obligations Law.

Students seeking this degree are also required to take either Common Law Property or Civil Law Property.

Remaining hours of coursework for the degree may be selected from any other courses open to graduate students at Tulane Law School.

Energy & Environment, MEL

Since 1979, Tulane Law School has taken a lead role in the advancement of environmental legal education and the training of well-prepared environmental lawyers. The LLM in Energy & Environment program was initiated in 1984 and has evolved over time from a program concentrating primarily on oil, gas, and energy issues, to one in which both energy and the environment hold center stage. Tulane seeks to graduate students who understand not only the theory, but also the practice and advocacy of environmental issues.

Tulane is an ideal location for the study of both environmental and energy law. Located in an area of the United States in which these two areas come into frequent conflict, students have the opportunity for exposure to areas of great natural beauty as well as to industrial complexes. Among the resources the **Center for Environmental Law** (<https://law.tulane.edu/centers/environment/>) and the **Center for Energy Law** (<https://law.tulane.edu/centers/energy/>) offer students are an outstanding and dedicated faculty, a student-run journal devoted to environmental issues, active and engaged student organizations, and an Institute for Water Resources Law & Policy.

Students in the LLM in Energy & Environment program include recent law graduates, experienced lawyers practicing in local law firms, government agencies and corporations, and attorneys from foreign countries with emerging environmental law systems. Recent years have seen LLM candidates from more than a dozen US states and from at least two dozen countries including Australia, Belgium, Bulgaria, Canada, China, Colombia, Costa Rica, Croatia, Germany, India, Kenya, Liberia, Mexico, New Zealand, Nigeria, Sudan, Taiwan, Thailand, and Turkey.

Requirements

The LLM in Energy & Environment requires, in addition to the general degree requirements for LLM candidates, completion of 15 credit hours of coursework in energy and environmental law courses. Students must enroll in the **Graduate Seminar in Energy & Environment** (<https://law.tulane.edu/courses/energy-environment-llm-seminar/>) as well as two of the following three courses: **Natural Resources** (<https://law.tulane.edu/courses/environmental-law-natural-resources/>), **Pollution Control** (<https://law.tulane.edu/courses/environmental-law-pollution-control/>) and **Energy Law, Regulation and Policy** (<https://law.tulane.edu/courses/energy-law-regulation-and-policy/>). A list of additional energy and environmental law electives from the current and past two academic years may be found **here** (https://law.tulane.edu/course-descriptions/?field_academic_area_value=9). Not all of these courses are offered every year. In appropriate circumstances and with the concurrence of the faculty, other courses may be substituted.

In addition to fulfilling the General Degree Requirements for all LLM programs, students must complete 15 hours in specified environmental or energy law courses.

- Successful completion of two foundation courses, chosen from Pollution Control Law, Natural Resources Law, and Energy Law. (Each of these courses carries 3 credits.)

- Successful completion of Graduate Seminar in Energy & Environment (1 credit).
- Successful completion of three additional courses, chosen from:
 - Administrative Law
 - Oil & Gas Law (basic or advanced)
 - Coastal & Wetlands Law
 - Environmental Enforcement
 - Comparative Environmental Law
 - Hazardous & Solid Waste Regulation
 - Historic Preservation Law
 - International Environmental Law
 - Land Use Planning
 - Marine Pollution Law
 - Regulation of Toxic Substances
 - Toxic Tort Litigation
 - Water Law
 - Wildlife & Endangered Species Law

Not all of these courses are offered every year. In appropriate circumstances and with the concurrence of the faculty, other courses may be substituted for the courses listed.

General Law, LLM

The General LLM program allows students to design their own courses of study. General LLM students may enroll in virtually any course, with the general exception of clinical programs and Trial Advocacy. Some students pursue a broad range of courses, and others focus their choices more narrowly.

Many international students use the General LLM program as a way to gain exposure to a variety of areas of US law. They may choose to enroll in a combination of introductory and more advanced courses in a variety of areas. Because the typical first-year courses are open to our graduate students, some choose to take such courses as Torts, Contracts, Criminal Law, Constitutional Law, and Property.

Requirements

Students find that the General LLM program lends itself to the development of ad hoc concentrations. For example:

- Students interested in intellectual property might take Intellectual Property, Copyright & Trademarks, Patent Law, one or more specialized courses in the area, a Directed Research project supervised by a faculty member who is an expert in the area, and even one or two unrelated courses.
- Students interested in international trade might take such courses as: International Trade, Finance & Banking; Financial Institutions; International Tax; International Business Transactions; and a variety of related courses.

Students may even find it possible to concentrate in two areas through the General LLM program. Because the General LLM program has no distribution requirements, students are free to make independent choices about the courses in which they enroll.

International and Comparative Law, LMI

The breadth and depth of the international and comparative law curriculum at Tulane Law School provide unparalleled opportunities for both US and foreign lawyers to receive a basic foundation in international legal practice. Tulane's program offers courses in public international law, private international law including international business transactions, and comparative law. Tulane's unique perspective in a historically mixed common law-civil law jurisdiction results in an unusually rich experience for students.

Tulane offers its students a strong faculty with significant international experience and training, an outstanding library, and the resources of the Eason-Weinmann Center for Comparative Law, which brings together outstanding legal scholars from various countries and legal systems for seminars and lectures.

Requirements

Each student's course of study is at least somewhat dependent upon the background and previous legal education of the individual student and on the student's objectives. For example, US students interested in European legal studies would need exposure to European legal sources and European Community Law. A student from Germany, however, might focus her studies somewhat differently, seeking exposure to common law subjects and to other areas which she would be unlikely to have studied previously. Each student designs his or her course of study with the assistance of a faculty advisor.

In addition to fulfilling the General Degree Requirements, all candidates for the LLM in International & Comparative Law are required to enroll in a total of 13 semester hours of international and comparative law courses. All students who have not already taken a public international law course are required to take Public International Law, with the remaining 10 hours of specialized coursework chosen from the following offerings:

- Civil Law Seminar
- Comparative Law: European Legal Systems
- European Union Law
- European Law of Obligations: French or German
- European Legal History
- Foreign Affairs and National Security
- Human Rights Discourse
- Immigration Law
- International Sale of Goods
- Transnational Litigation
- International Business Transactions
- International Commercial Arbitration
- International Criminal Law
- International Environmental Law
- International Human Rights
- International Income Tax
- International Intellectual Property
- International Trade, Finance and Banking
- Law of the Sea

- Maritime and National Security Law
- Products Liability & Mass Torts in Comparative Perspective
- Any one-credit mini-courses in international and comparative law

Master of Jurisprudence

The Master of Jurisprudence (M.J.) is a post-baccalaureate degree that allows non-legal professionals to enhance career related skills through the study of the laws, governmental policy, and the legal system.

This degree is designed to infuse career based knowledge with legal education.

The program requires the completion of 30 credit hours, and typically takes two years to complete.

Programs

- Energy Law, MJ (p. 70)
- Environmental Law, MJL (p. 70)
- Labor and Employment, MJ (p. 71)

Energy Law, MJ

Overview

The Master of Jurisprudence, in Energy Law is a nonresidential, thirty credit hour program to be offered online with synchronous and asynchronous elements. There will be asynchronous delivery of reading and assessment material online, synchronous live lectures that will be archived for subsequent streaming, and online chat options for student-to-student and student-to-instructor interaction. In addition, each student will be required to attend a two day live program of lectures and other activities at Tulane Law School during the summer.

The energy industry is highly regulated, and this program is designed to offer training in legal content that is an essential component of the knowledge base of both the regulated and the regulators. Enrolled students will be provided with the opportunity to upgrade and expand their knowledge and skill levels in their chosen profession. It will do this by providing not only live and online asynchronous instruction in the legal regime, but also extensive practical advice on how to deal with many of the issues facing both energy-related industries and the regulatory agencies such as the development and regulation of fossil fuel, electricity, nuclear and renewable energy sources, climate change, and alternative dispute resolution mechanisms.

Requirements

Curriculum

Term 1

- Energy Law, Regulation and Policy Survey (3 credits)
- Introduction to Legal Study, Research and Legal Writing I (2 credits)

Term 2

- Environmental Law, Regulation and Policy Survey (3 credits)
- Introduction to Legal Study, Research and Legal Writing II (2 credits)

Term 3

- Alternative Energy Sources: Regulation and Development (3 credits)
- Pollution Control (2 credits)

Term 4

- Administrative Law (3 credits)
- Dispute Resolution (2 credits)

Term 5

- Two courses from the following list of electives:
 - Fossil Fuel: Regulation and Development (3 credits)
 - Nuclear Energy: Regulation and Development (2 credits)
 - Electricity Industry: Regulation and Development (2 credits)
 - Renewable Energy Sources: Regulation and Development (2 credits)
 - Natural Resources Law (3 credits)
 - Hazardous Waste Law (3 credits)
 - Clean Air Law (2 credits)
 - Clean Water Law (2 credits)
 - Law & Climate Change (2 credits)

Term 6

- Capstone course (3 credits)
- One elective from the list of electives (2 or 3 credits)

On-Site Education Immersion Weekend (EIW)

All students enrolled in the online MJ program must attend one EIW to be eligible to receive the Masters degree. Students are welcome to attend more than the one EIW session. Each session is composed of two days of academic and other programming at the Law School during the summer. The EIW is designed to (a) supplement the online curriculum by involving students and faculty in discussion of new developments and unique other issues not addressed in the online curriculum; (2) provide students with networking opportunities by meeting their peers; (3) provide students and faculty opportunities to meet face-to-face; and (4) provide a tangible link between the students and the law school to promote their continued relationship to the school. The course is not offered for credit but attendance is required for program completion.

Environmental Law, MJL

Overview

Master of Jurisprudence in Environmental Law is a thirty hour program to be offered online with synchronous and asynchronous elements. There will be asynchronous delivery of reading and assessment material online, synchronous live lectures that will be archived for subsequent streaming, and online chat options for student-to-student and student-to-instructor interaction. In addition, each student will be required to attend a two day live program of lectures and other activities at Tulane Law School during the summer.

Participants on all sides of environmental issues – businesses, industries, individuals, and other entities whose activities and conduct

affect the environment, governmental regulators, environmental groups and other public interest and advocacy groups – need training in the legal framework that is an essential to understanding this complex field from the perspective of all stakeholder. This online, nonresidential program is designed to offer these target audiences the opportunity to upgrade and expand their knowledge and skill levels in their chosen profession.

Requirements Curriculum

Term 1

- Environmental Law, Regulation and Policy Survey (3 credits)
- Introduction to Legal Study, Research and Legal Writing I (2 credits)

Term 2

- Energy Law, Regulation and Policy Survey (3 credits)
- Introduction to Legal Study, Research and Legal Writing II (2 credits)

Term 3

- Alternative Energy Sources: Regulation and Development (3 credits)
- Pollution Control (2 credits)

Term 4

- Administrative Law (3 credits)
- Dispute Resolution (2 credits)

Term 5

- Two courses from the following list of electives:
 - Toxic Tort Law (3)
 - Land Use Law (2)
 - Ocean and Coastal Law (3)
 - Natural Resources Law (3 credits)
 - Hazardous Waste Law (3 credits)
 - Clean Air Law (2 credits)
 - Clean Water Law (2 credits)
 - Law & Climate Change (2 credits)

Term 6

- Capstone course (3 credits)
- One elective from the list of electives (2 or 3 credits)

On-Site Education Immersion Weekend (EIW)

All students enrolled in the online MJ program must attend one EIW to be eligible to receive this Masters degree. Students are welcome to attend more than the one EIW session. Each session is composed of two days of academic and other programming at the Law School during the summer. The EIW is designed to (a) supplement the online curriculum by involving students and faculty in discussion of new developments and unique other issues not addressed in the online curriculum; (2) provide

students with networking opportunities by meeting their peers; (3) provide students and faculty opportunities to meet face-to-face; and (4) provide a tangible link between the students and the law school to promote their continued relationship to the school. The course is not offered for credit but attendance is required for program completion.

Labor and Employment, MJ Overview

The Master of Jurisprudence (M.J.) is a post-baccalaureate degree that allows non-legal professionals to enhance career related skills through the study of the laws, governmental policy, and the legal system. This degree is designed to infuse career based knowledge with legal education. MJ-LEL students are chosen from among this nation's incumbent and aspiring human resource professionals, as well as those in management and leadership roles who have personnel responsibilities. The Labor and Employment Law MJ program from Tulane is delivered in a hybrid format through which students complete most of their coursework online and only come to campus once for a multi-day Education Immersion Weekend. The program is ideally suited for accomplished, busy working professionals from companies across the nation.

Human resource professionals – whether they carry formal HR titles or are business managers with personnel responsibilities – serve as the crucial link between an organization's management and its employees. A formal, academic credential in Labor and Employment Law offers the knowledge needed to comply with the myriad regulations established by state and federal law and teaches the skills required to successfully navigate everything from creating personnel manuals, to engaging in collective bargaining, to administering benefits, to handling sensitive employee relations issues.

The program requires the completion of 30 credit hours, and typically takes two years to complete. This online, non-residential program was designed for human resource professionals and those seeking to transition into HR. Students will obtain additional expertise and familiarity with the extensive and complex body of federal and state regulations that govern most aspects of recruitment, hiring and retention of employees. The MJ-LEL program includes a one-time on-campus Education Immersion Weekend, in addition to its online course curriculum.

Requirements Curriculum

Semester 1

Students must take both of these required courses:

- Legal Analysis I (2 credits)
- Introduction to Employment Discrimination Law Principles and Strategies (3 credits)

Semester 2

Students must take both of these required courses:

- Legal Analysis II (2 credits)
- Introduction to Labor Law Principles and Strategies (3 credits)

Semester 3

Students must take both of these required courses:

- Employment Law (2 credits)
- IP Issues in the Employment Context (3 credits)

Semester 4

Students must take this required course, plus one 2-credit elective:

- Sex and Gender Issues in the Workplace (3 credits)

Semester 5

Students must take this required course, plus one 2-credit elective:

- Social Media Issues in the Workplace (3 credits)

Semester 6

Students must take this required course, plus one 2-credit elective:

- Capstone (3 credits)

Elective Courses

- Negotiating Skills (2 credits)
- Employee Medical Leaves of Absence (2 credits)
- Developing and Managing the Workforce: Recruitment, Retention, Termination, Retirement and Turnover (2 credits)
- Privacy in the Workplace (2 credits)
- Investigating, Mediating and Arbitrating Employee Complaints (2 credits)

On-Site Education Immersion Weekend (EIW)

All students enrolled in the online MJ program must attend one EIW to be eligible to receive the Masters degree. Students are welcome to attend more than the one EIW session. Each session is composed of two days of academic and other programming at the Law School during the summer. The EIW is designed to (a) supplement the online curriculum by involving students and faculty in discussion of new developments and unique other issues not addressed in the online curriculum; (2) provide students with networking opportunities by meeting their peers; (3) provide students and faculty opportunities to meet face-to-face; and (4) provide a tangible link between the students and the law school to promote their continued relationship to the school. The course is not offered for credit but attendance is required for program completion.

Doctor of Juridical Science

The Doctor of Juridical Science (SJD) program is a small and selective program for students who wish to make an original, significant contribution to legal scholarship.

Eligibility

An applicant for the SJD program must hold an LL.M. degree or its equivalent either from Tulane University or other accredited American universities or foreign universities that the Law School Graduate Affairs

Committee (the faculty admissions committee) has ascertained have good standing among the higher education community in the home country.

Admission

Admission to the SJD candidacy requires the endorsement of the Law School Graduate Affairs Committee. The Committee will examine, along with the student's performance at the LL.M. or the equivalent qualifying degree level, the strength of the candidate's proposal to determine whether the individual has the capacity for advanced legal research and for outstanding scholarship. Strong interest in and support of the proposal and the candidacy of the applicant by a Tulane Law School faculty member who is willing to serve as a supervisor will be an important factor in the Committee's decision. Applicants are strongly encouraged to make every effort to find a supervisor, but they are discouraged from circulating mass letters to the faculty of the Law School.

Course of Study

Each SJD student is assigned a faculty advisor upon admission. During the first semester of enrollment, SJD students take between 10 and 12 credits of coursework. Thereafter, most SJD students work full-time on the dissertation until it is completed. Tulane's expectation is that the final SJD dissertation will be submitted within four years following initial enrollment in the program. The dissertation is to make an original and significant contribution to legal scholarship. Each candidate defends his or her dissertation in an oral examination before a committee of the Tulane Law School faculty, supplemented with other University faculty where appropriate.

Requirements

Tulane Law School also offers the Doctor of Juridical Science (SJD) to a small number of candidates who already hold the LL.M. as well as the first law degree (JD or LLB or equivalent). The SJD is a research-oriented degree requiring completion of a dissertation which makes an original and significant contribution to legal scholarship.

Each SJD student is assigned a faculty advisor upon admission. During the first semester of enrollment, SJD students take between 10 and 12 credits of coursework. Thereafter, most SJD students work full-time on the dissertation until it is completed. Tulane's expectation is that the final SJD dissertation will be submitted within four years following initial enrollment in the program. The dissertation is to make an original and significant contribution to legal scholarship. Each candidate defends his or her dissertation in an oral examination before a committee of the Tulane Law School faculty, supplemented with other University faculty where appropriate.

Degree Requirements for the SJD Program:

1. In order to obtain the SJD degree, a student must fulfill the following requirements, depending on the student's particular circumstances upon admission to the program:
 - a. Students admitted to the SJD program with a Tulane Law School Master's degree awarded five or fewer years prior to admission to the SJD program are exempt from any further coursework requirement.
 - b. Students admitted to the SJD program with a Tulane Master's degree awarded more than five years prior to admission to the SJD program must complete an additional 10 hours of coursework with a grade of B or better in each course.

- c. Students admitted to the SJD program with a Master's degree from a law school in the United States (other than Tulane) or from an approved foreign law school in all cases must complete an additional 12 hours of coursework at Tulane.
2. All SJD students, including those exempt from some or all further coursework requirements, must be in residence for at least one year but are only required to pay full-time tuition and fees for at least one semester, typically the first semester of enrollment in the program. Students wishing to enroll in courses outside that one semester may do so on the understanding that they must pay tuition for each additional course they take.
3. Every SJD candidate must write and defend successfully a dissertation which makes an original and significant contribution to legal scholarship. Unless specifically exempted from this requirement for very exceptional circumstances by the Graduate Programs Committee, the dissertation must be complete and the defense must take place within four years from the initial enrollment in the SJD program.
4. Dissertation Committee: The committee will consist of three members one of whom is the supervisor who acts as the chair of the committee. The chair of the committee shall be a tenured member of the faculty. At least one of the other two members of the committee shall be a tenured or tenure-track member of Tulane Law School. Under normal circumstances, all members of the committee will be Tulane Law School faculty members, but there may be cases where it becomes necessary to ask a faculty member from another department of the University or a faculty member at another institution, foreign or domestic, to join the committee. The outside member must, however, be a tenured member of the faculty at his or her home institution. The selection of the dissertation committee will be decided by the student in consultation with the chair of the committee. The committee shall be empaneled at the earliest time after the candidate has taken residence but no later than the end of the first semester of residence. As soon as the committee has been established, the chair of the committee shall notify the Graduate Affairs Committee of the names of the members of the committee. The Graduate Affairs Committee shall transmit the information to the Assistant Dean for Academic Services for record keeping.
5. Lengths of dissertations vary depending on the subject matter and the writing style of the authors, but as a general matter the length of a dissertation ranges between 200-300 pages, including appendix and bibliography. After the dissertation committee has approved the dissertation, the supervisor shall set up a meeting at which the candidate shall present an oral defense of the doctoral thesis. The dissertation committee will conduct the oral examination. The meeting for the oral defense is open to members of the Law School faculty.
6. Clinical programs, the Trial Advocacy course and externships are not open to SJD students.

COURSE DESCRIPTIONS

#

- 360 Courses (CIRC) (<https://catalog.tulane.edu/courses/circ/>)

A

- Accounting (ACCN) (<https://catalog.tulane.edu/courses/accn/>)
- Admiralty Law (ADMR) (p. 77)
- 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) (<https://catalog.tulane.edu/courses/paan/>)
- Arabic (ARBC) (<https://catalog.tulane.edu/courses/arbc/>)
- Architecture (ARCH) (<https://catalog.tulane.edu/courses/arch/>)
- Architecture (PAAR) (<https://catalog.tulane.edu/courses/paar/>)
- Architecture - Design (DESG) (<https://catalog.tulane.edu/courses/desg/>)
- Art History (ARHS) (<https://catalog.tulane.edu/courses/arhs/>)
- Art History (PAAH) (<https://catalog.tulane.edu/courses/paah/>)
- 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) (<https://catalog.tulane.edu/courses/pabi/>)
- 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) (<https://catalog.tulane.edu/courses/bsls/>)
- 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/cmeps/>)
- Cybersecurity Management (CSMT) (<https://catalog.tulane.edu/courses/csmt/>)

D

- Dance (DANC) (<https://catalog.tulane.edu/courses/danc/>)
- Data Hub (DATA) (<https://catalog.tulane.edu/courses/data/>)
- Digital Design (DDSN) (<https://catalog.tulane.edu/courses/ddsn/>)
- 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) (<https://catalog.tulane.edu/courses/educ/>)
- Education - Liberal Arts (EDLA) (<https://catalog.tulane.edu/courses/edla/>)
- Emergency and Security Studies (ESSC) (<https://catalog.tulane.edu/courses/essc/>)
- Energy (ENRG) (<https://catalog.tulane.edu/courses/enrg/>)
- Energy Law (ERGL) (p. 78)
- 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) (<https://catalog.tulane.edu/courses/paen/>)
- 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) (<https://catalog.tulane.edu/courses/glsp/>)
- German (GERM) (<https://catalog.tulane.edu/courses/germ/>)
- Global Business (GMBA) (<https://catalog.tulane.edu/courses/gmba/>)
- Global Development (GDEV) (p. 80)
- 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) (<https://catalog.tulane.edu/courses/pahs/>)
- 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) (<https://catalog.tulane.edu/courses/hmls/>)
- Human Genetics (HMGN) (<https://catalog.tulane.edu/courses/hmgn/>)

- Humanities (PAHM) (<https://catalog.tulane.edu/courses/pahm/>)
- Humanities - Interdisciplinary (HUMA) (<https://catalog.tulane.edu/courses/huma/>)

I

- Immunology (IMMU) (<https://catalog.tulane.edu/courses/immu/>)
- Individual Study (ISTU) (<https://catalog.tulane.edu/courses/istu/>)
- Information Systems (INFO) (<https://catalog.tulane.edu/courses/info/>)
- Information Technology (CPST) (<https://catalog.tulane.edu/courses/cpst/>)
- 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) (<https://catalog.tulane.edu/courses/kine/>)

L

- Labor & Employment Law (EMPL) (p. 80)
- Latin (LATN) (<https://catalog.tulane.edu/courses/latn/>)
- Latin American Studies (LAST) (<https://catalog.tulane.edu/courses/last/>)
- Law Clinical Courses (CLIN) (p. 83)
- Law First Year Courses (1LAW) (p. 86)
- Law Mini Courses (MINI) (p. 87)
- Law Non-Classroom Courses (NCLS) (p. 90)
- Law Special Courses (LAWS) (p. 91)
- Law Summer Program in Germany (LGER) (p. 93)
- Law Upperclass Electives (2) (2LAW) (p. 93)
- Law Upperclass Electives (3) (3LAW) (p. 94)
- Law Upperclass Electives (4) (4LAW) (p. 98)
- Legal Studies in Business (LGST) (<https://catalog.tulane.edu/courses/lgst/>)
- Less Commonly Taught Languages (LCTL) (<https://catalog.tulane.edu/courses/lctl/>)
- Linguistics (LING) (<https://catalog.tulane.edu/courses/ling/>)

M

- Management (MGMT) (<https://catalog.tulane.edu/courses/mgmt/>)
- Management Communications (MCOM) (<https://catalog.tulane.edu/courses/mcom/>)
- Management Science (MGSC) (<https://catalog.tulane.edu/courses/mgsc/>)
- Managerial Perspectives (PERS) (<https://catalog.tulane.edu/courses/pers/>)
- Marketing (MKTG) (<https://catalog.tulane.edu/courses/mktg/>)
- Master of Liberal Arts Courses (MLAR) (<https://catalog.tulane.edu/courses/mlar/>)
- 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 (OBYG) (<https://catalog.tulane.edu/courses/obyg/>)
- MD - Ophthalmology (OPHT) (<https://catalog.tulane.edu/courses/opht/>)

- 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) (<https://catalog.tulane.edu/courses/mdes/>)
- 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) (<https://catalog.tulane.edu/courses/pamu/>)
- 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/poltt/>)
- Portuguese (PORT) (<https://catalog.tulane.edu/courses/port/>)
- Professional MBA (PMBA) (<https://catalog.tulane.edu/courses/pmba/>)

- Professional Advancement Prior Learning (PAPL) (<https://catalog.tulane.edu/courses/papl/>)
- Psychology (PSYC) (<https://catalog.tulane.edu/courses/psyc/>)
- Public Administration (MPAD) (<https://catalog.tulane.edu/courses/mpad/>)
- 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) (<https://catalog.tulane.edu/courses/parl/>)
- 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) (<https://catalog.tulane.edu/courses/sopa/>)
- 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) (<https://catalog.tulane.edu/courses/pasw/>)
- Social Work (SOWK) (<https://catalog.tulane.edu/courses/sowk/>)
- Social, Behavioral and Population Sciences (SBPS) (<https://catalog.tulane.edu/courses/sbps/>)
- Sociology (PASO) (<https://catalog.tulane.edu/courses/paso/>)
- 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) (<https://catalog.tulane.edu/courses/spec/>)
- 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) (<https://catalog.tulane.edu/courses/patr/>)
- 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) (<https://catalog.tulane.edu/courses/wlhp/>)

Y

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

Admiralty Law (ADMR)

ADMR 2010 Admiralty I (3)

This course will survey substantive matters, including carriage of goods by sea; charter parties; personal injury and death; collision; towage, pilotage, and salvage. Admiralty I is not a prerequisite for the course in Admiralty II; however, both Admiralty I and II are required for J.D. students prior to enrollment in any other Admiralty courses that are regularly offered. Advanced Admiralty courses may not be taken by J.D. students simultaneously with either Admiralty I or II.

ADMR 2020 Admiralty II (3)

This course deals mostly with jurisdictional and procedural matters, including jurisdiction over maritime claims, considerations of federalism, forum non conveniens, choice of law, special procedures in admiralty cases, limitation of liability, and maritime liens. Admiralty II may be taken prior to Admiralty I. Both courses must be taken by J.D. students as prerequisites to any other regularly offered admiralty courses.

ADMR 6000 Admiralty Seminar (2-3)

The seminar will have a common theme to be selected by the class with some suggestions from the professor. Students attending the first class should have given some thought as to what they would like to see the seminar cover. Admiralty I is a prerequisite. Professor Force plans to invoke a rule penalizing students for lack of reparation and/or excessive absenteeism.

ADMR 6080 Carriage of Goods By Sea (2)

A course involving the legal problems arising out of damage to cargoes transported between the United States and foreign ports, and focusing on the Carriage of Goods by Sea and Harter Acts, and the Rotterdam Rules. The Hague rules and pertinent parts of the Chinese Maritime Code also are discussed. J.D. students must have taken Admiralty I and II. Graduate students have the option to write a paper or take an examination. The course is taught by Raymond Waid, who is a Shareholder in the New Orleans office of Liskow & Lewis, APLC.

ADMR 6220 Personal Injury & Death (2)

An advanced course in admiralty law concentrating on rights and liabilities arising out of the personal injury and death of seamen, longshoremen, harbor-workers, and third parties under both federal and state law. Admiralty I and II are prerequisites. The course is taught by Stevan Dittman, Of Counsel with the firm of Gainsburgh, Benjamin, David, Meunier & Warshauer, L.L.C.

ADMR 6350 Collision Law & Limit of Liab (3)

This course presents the general principles of maritime collision law, including causation, legal presumptions, the effect of statutory violations, apportionment of fault, damages, special evidentiary rules and an overview of navigation Rules of the Road and their interpretation. This course then provides an in-depth study of limitation of liability from a practical point of view. After study of the theory of limitation of liability, the assertion of this right will be considered in detail, as well as the content of the limitation fund and how it is distributed. J.D. students must have taken Admiralty I and II. Enrollment in the course is limited to 35 students. This course is taught by Jake Rodriguez and Michael Harowski, who are partners in the Wilson Elser firm.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or ADMR 2010.

ADMR 6430 Marine Insurance I (2)

An advanced admiralty course that focuses on the legal problems involved in insurance against physical loss or damage to maritime property (hull and cargo), against maritime liabilities (protection and indemnity), and for damage to cargo. J.D. students must have taken Admiralty I and II. 3L students must write the exam, but LLM candidates may write an advanced level paper if they so choose. This course will be taught by Brandon Thibodeaux, an associate with Fritel LLC.

ADMR 6440 Marine Insurance II (2)

An advanced admiralty course that focuses on the legal problems arising out of maritime insurance policies. The course examines hull, cargo, P & I, commercial marine property and liability policies. The liability of agents, brokers, and underwriters; the effect of the insolvency of an insurance company; excess and surplus lines coverage; the duty of defend; reinsurance; and current problems in the law of marine insurance coverage. Grade will be based on an anonymous exam except graduate students, who may opt to write a paper. Graduate students and third year J.D. students who have taken Admiralty I and Admiralty II may enroll in the course. The course is taught by Richard Cozad.

ADMR 6540 Personal Injury & Death (2)

An advanced course in admiralty law concentrating on rights and liabilities arising out of the personal injury and death of seamen, longshoremen, harbor-workers, and third parties under both federal and state law. J.D. students must have taken Admiralty I and II. The course is taught by Stevan Dittman, Of Counsel with the firm of Gainsburgh, Benjamin David, Meunier & Wagshauer, L.L.C.

ADMR 6730 Regulation of Shipping (2)

This survey course addresses the regulation of domestic shipping and foreign shipping calling at United States ports. Primary emphasis is on the various governmental agencies that regulate shipping and maritime commerce with secondary emphasis on the role of international treaties and conventions. Specifically examined are the activities of agencies such as the Coast Guard, the Army Corps of Engineers, The Federal Maritime Commission, the Maritime Administration, the National Transportation Safety Board and various state agencies. Areas addressed include vessel inspections, pollution regulation, navigation rules, marine casualty investigations, vessel and waterfront facility security, merchant mariner licensing and license revocation, pilotage and ocean shipping regulation. This course is taught by Brian K. McNamara, a Commander and judge advocate with the United States Coast Guard. J.D. Students must have taken Adm. I and II. (2)

ADMR 6800 Towage & Offshore Services (2)

Tugboats, barges, offshore support vessels, and offshore petroleum and renewable energy installations like offshore wind farms provide crucial services in today's global economy. This course examines the history, development, and current state of laws - some familiar, some quite specialized - that apply in the context of towage and offshore services. Both casualties and contracts are studied. The course focus is on U.S. law, but the laws of other countries like the U.K. are compared and contrasted when relevant, and internationally recognized contract forms are analyzed. J.D. students must take Admiralty I and II as prerequisites. This course is taught by David B. Sharpe, co-author of Cases & Materials on Admiralty (West 6th Ed. 2017) and a partner in the firm of Lugenbuhl, Wheaton, Peck, Rankin & Hubbard.

ADMR 6880 Vessel Doc & Finance (2)

Students in this course work with materials concerning the documentation of vessels and financing from initial decision to construct to permanent financing. A knowledge of maritime law, commercial law and security rights is recommended. The course is conceived of as a practical course, with emphasis on the financial decisions of vessel operators and financiers. Attention is also given to maritime insurance issues affecting financiers. Admiralty I and II are prerequisites. This course is taught by Neal Kling of the firm of Sher Garner Cahill Richter Klein & Hilbert, L.L.C.

Energy Law (ERGL)

ERGL 5800 Dispute Resolution (2)

This course is designed to expose students to a variety of alternative (to litigation) dispute resolution mechanisms. These include mediation, administrative conciliation, and arbitration. Students will be instructed both in the legal doctrines governing the manner in which these mechanisms are implemented and enforced as well as the skills attendant to participation as a party to one or more of these mechanisms. Particular focus will be put on instructing students in the preparation and participation in these alternative mechanisms. This will be accomplished through drafting of documents and participation in simulated exercises.

ERGL 6000 Energy Law Regulation & Policy (3)

This course introduces students to the general field of energy law. It begins with an overview of the global energy situation in terms of supply and demand as well as balanced projections for the coming decades both in the U.S. and abroad. It then will proceed to examine the primary sources of energy along with the multi-faceted role of electricity as the central source of secondary energy in our economy. This portion of the course will offer a survey view of how these energy sources are used and regulated from economic, reliability, and environmental perspectives. This will include an overview of legal and regulatory principles governing fossil fuel extraction and use, the coal industry, nuclear power, a range of renewable energy sources, and finally the regulation of electricity generation, transmission, and distribution. The course will conclude with a brief review of the growing role of conservation and climate change in energy markets here and to some extent abroad.

ERGL 6100 Clean Air Law (2)

This course will expand on the materials introduced in the Environmental Law, Regulation and Policy Survey from Term 2 relative to water pollution. The focus of this course will be a comprehensive and detailed examination of the content of the federal Clean Air Act and the role of the federal Environmental Protection Agency in interpreting, applying, and enforcing the terms of this statute. But as there is also a large body of state and local regulation of air pollution, students will also be exposed to the issues addressed by this legislation and their methods of enforcement. Attention will also be given to drafting or amending emissions standards, greenhouse gas regulation, and environmental justice issues.

ERGL 6150 Clean Water Law (2)

This course will cover the role and influence of the legal system on the use, allocation, and stewardship of water resources in the United States. Since the field of water resources management is rapidly evolving to accommodate storm protection, ecosystem restoration and sea level rise an understanding of the policies that underlay our current laws and the factors that are influencing current policy and lawmaking will be an important part of the course's focus. Students will be required to participate in one group project in which they will be asked to develop, present and defend a position paper on some aspect of the water resources management challenges arising in a coastal region of the United States.

ERGL 6200 Law & Climate Change (2)

This course will examine legal efforts to address climate change, both at the national and international level. It will include detailed examination of the 1992 United Nations Framework Convention on Climate Change and the Kyoto Protocol and the extent to which these policies have been adopted in the U.S. at the national and local levels. Attention will also be given to non-statutory responses in the U.S. to the addressing climate change including judicial decisions that have attempted to mitigate the effects of climate change. Among the specific aspects of climate change that will be examined are coastline impact, auto emissions, greenhouse gas emissions, limitations on fossil fuel development and utilization, and human rights issues including environmental justice. Students will be asked to develop climate change policies and assess the U.S. response to the global impact of climate change.

ERGL 6250 Federal Regulation of Electric Public Utilities (3)

This course provides an overview of the Federal Power Act (FPA) and the agency charged with its implementation, the Federal Energy Regulatory Commission (FERC). Students will learn how "electric public utilities" are defined under the FPA, and which of their activities are regulated by the federal government under the FPA. They will also learn the rules that govern FERC's regulation of various utility activities, from rates and services to mergers and acquisitions. Students will explore the differences between types of public utilities (including independent power providers, regional transmission organizations, and vertically integrated utilities). The course will also address FERC's policymaking procedures and will include a discussion of ongoing public policy initiatives. Please note that the course does not cover the Natural Gas Act (gas pipelines and related facilities) or the Interstate Commerce Act (oil pipelines).

ERGL 6360 Alternative Energy Source (3)

This course will expand on the materials briefly examined in the introductory Energy Law, Regulation and Policy Survey course taught in Term 1. This course will provide a more detailed and comprehensive examination of the legal issues and legal rules and regulations relevant to the development and utilization of alternative energy sources. It will also examine the calculations that business do and should undertake in determining whether or not to invest in these sources. It will also examine the policy issues underlying governmental decision making concerning the encouragement of developing alternative energy sources.

ERGL 6400 Intro Leg Study Rsh & Writing (2)

This foundational course introduces students to sources and functions of law in our society relating to energy law. The course begins with an overview of the American legal system and sources of law and introduces students to statutory interpretation and plain language analysis. In Legal Analysis I, students will learn to read and interpret statutory law and regulations, read and brief cases, and develop basic legal writing and analysis skills. Students will also learn to find and research legal information through multiple short research assignments focusing on energy law issues. Through multiple short writing assignments such as a case brief, an IRAC essay analyzing a statutory issue, and an e-memo interpreting statutory & regulatory law relating to an energy law topic, students learn to apply statutes and regulations to analyze legal issues relating to energy law.

ERGL 6401 Int Leg Study Rsh & Writing II (2)

This course builds on Legal Analysis I to introduce students to the relationship between enacted & administrative law and common law. The course continues instruction on legal research methods in finding and analyzing cases and common law. Students learn to read and synthesize multiple cases and learn analogical and policy-based reasoning. Through multiple short writing assignments, such as an e-memo analyzing a statutory issue in the context of a litigated issue arising out of administrative enforcement action, students learn to apply statutes, regulations, administrative materials, and case law to analyze complex legal issues relating to energy law.

ERGL 6500 Natural Resources Law (3)

This course will expand on then materials introduced in the Environmental Law, Regulation and Policy Survey course from Term 2. It will begin by examining the definition of natural resources and then examine such issues as alternative methods of conservation, preservation, the public trust doctrine, relative merits of private ownership versus governmental regulation of common areas, fragmentation, riparianism, threatened species, and bioregionalism. Special attention will be given to the National Environmental Policy Act, the Endangered Species Act, the Forest Service Organic Act, and the property and takings clauses of the U.S. Constitution.

ERGL 6510 Administrative Law (3)

The course explores the history, present status, and nature of administrative agencies. The main emphasis is placed on administrative procedure, contrasting it with the judicial process, as well as constitutional limits on administrative action and the due process rights of persons who are adversely affected by agency action. Topics covered will include delegation of powers, the law of judicial review of agency actions, and procedural requirements of administrative rulemaking and adjudication.

ERGL 6520 Fossil Fuel: Reg & Development (3)

This course will expand on the materials introduced in the Energy Law, Regulation and Policy Survey course taught in Term 1. It will examine the various statutory and administrative regulations of fossil fuel, business concepts relevant to the continued development of fossil fuel sources, as well as other issues arising out of the development and utilization of fossil fuel including environmental impact, human rights concerns, racial injustice considerations, impact on forest ecosystems, alternative methods of obtaining fossil fuels, and the acquisition and retention of permits.

ERGL 6990 Capstone Course (3)

This course will require the students to draw upon the knowledge and skills learned in the previously taken courses by applying that knowledge and technique to four separate projects. Three of these projects will require the student to prepare a detailed paper consisting of a position statement in response to energy law-based administrative enforcement inquiry, documentation relevant to participation in a mediation or arbitration of an energy law-based dispute, a business plan for the development of an alternative energy source. Two of these projects will be done an individual basis. The third will be a collaborative effort by members of a team assigned by the instructor. The fourth project will consist of participation in the negotiation of, and subsequent drafting of, a contract between commercial entities in the energy industry.

ERGL 9000 Immersion Weekend (0)

All students enrolled in the online MJ program must attend one EIW to be eligible to receive the Masters degree. Students are welcome to attend more than the one EIW session. Each session is composed of two days of academic and other programming at the Law School during the summer. The EIW is designed to (a) supplement the online curriculum by involving students and faculty in discussion of new developments and unique other issues not addressed in the online curriculum; (2) provide students with networking opportunities by meeting their peers; (3) provide students and faculty opportunities to meet face-to-face; and (4) provide a tangible link between the students and the law school to promote their continued relationship to the school. The course is not offered for credit but attendance is required for program completion.

Global Development (GDEV)

GDEV 7990 Independent Study (1-6)

Directed Research for Global Development. Course may be repeated unlimited times for credit.

Course Limit: 99

GDEV 9990 Dissertation Research (0)

Research topics for Global Development PhD students. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Labor & Employment Law (EMPL)

EMPL 4920 Advance Employment Discrimination (2)

First passed in 1990, and later amended in 2008, the Americans with Disabilities Act (ADA) is the central piece of legislation advancing civil rights for persons with disabilities in the United States, on a national scale. In this course, we will learn about the major sections of the ADA (also known as "Titles"), and about the key concepts embodied in the legislation, and created through subsequent federal court cases. Our primary focus is the application of the ADA in private and public employment, although we will also more briefly review the application of the ADA in other spheres. Topics include, but are not limited to: definition of disability, definition of employer, prohibited acts, reasonable accommodation, qualified individuals, essential job functions, substance abuse, defenses to the charge of disability discrimination (including direct threat, undue hardship, and fundamental alteration), the Equal Employment Opportunity Commission, and interactive process.

EMPL 5000 Developing & Manage Workforce (2)

Human resources (HR) management can be defined as the effective use of human capital in an organization through the management of people-related activities. It involves leadership, values, workforce planning, recruitment and selection, training and compensation, and performance evaluation and management. HR also significantly influences the corporate culture and values/mission of the company. To thrive in a competitive business environment, organizations need more than just strategic plans in place. They need the right talent to implement those plans. Those who manage human resources—not just HR departments, but all managers—have a critical task in front of them. They have to identify, recruit and retain employees who have both the skill sets and determination to effectively implement strategic objectives in their individual departments, so the business plan succeeds as a whole. In this course, you'll learn to align workforce management with the overall strategic goals of the business and how to navigate the opportunities and pitfalls that can arise from that challenge. You'll also learn results-based strategies for finding, motivating and rewarding individual employees as well as successful work teams. With the skills developed through this course and through this master's program at Tulane, you can better position yourself to manage human resources responsibilities and find employees who will positively impact your company.

EMPL 5410 IP Issues in the Workplace (3)

Intellectual property issues arise in the employment context from the moment an employee is hired, whether a fulltime employee or an independent contractor. If employees create works—websites, inventions, newsletters, etc. within their job, additional issues will arise, both in terms of who owns the creations, but also what materials the employee is using to create those works. Copyrights, trademarks, trade secrets, patents, and right of publicity are implicated in the hiring and employing of both individuals and other companies. IP policies related to social media also are important to establish, both for the company in general, and individuals within the company, which should be communicated to employees in an effective way. Finally, situations come up where employees are using equipment at work to create afterhours creations, or are creating commercially viable creations at home. Human resources, in administering hiring documents both for employees and independent contractors should be aware of the legal issues that arise, as well as the policy behind the choices.

EMPL 5710 Intro to Labor Law Principles (3)

This course is created and taught by the Program Director, Prof. Joel Wm. Friedman, a nationally renowned expert in the field of labor and employment law. It is designed to provide the students with a thorough understanding of the federal and state laws and regulations governing the relationship between the employer, employee and labor union. The material will be presented in a very practical way designed to focus on specific problems and issues that human resource professionals experience in dealing with organized and unorganized workforces and offer very specific and detailed instruction on the proper way to deal with these issues. The topics that will be examined include approaches toward a union organizing campaign, a union's request for voluntary recognition; creation of joint employer/employee advisory committees; the role of the NLRB and how to avoid and deal with unfair labor practice charges; proper and improper bases for discipline and discharge; lawful and unlawful responses to strikes, picketing, and sickouts; scope and approaches towards the duty to engage in collective bargaining with a union; methods of enforcing or modifying the terms of a collective bargaining agreement; impact of state right-to-work laws; union security agreements; and the use of arbitration and/or mediation as alternative methods of resolving contractual and statutory disputes.

EMPL 5800 Negotiating Skills (2)

Negotiation is a skill. This course sharpens those skills. It focuses on such matters as negotiation styles, emphasis on interests rather than positions, and psychological biases that hinder effective negotiations. Students will be instructed on the use of the negotiation tools and asked to complete negotiation exercises and then called upon to reflect on their experience. These exercises require the students to negotiate with each other. All of the students in the classroom sessions will discuss their experiences and receive input from the instructor.

EMPL 6000 Social Media Issues in Wkplace (3)

This course will look at legal issues arising out of social media, branding and advertising in the workplace. This includes the use of social media platforms by companies, the relationship between social media and employees, fan and gripe sites, and other issues arising from the use of social media. The course will examine key issues arising in the protection of a company's name, reputation and goodwill. This portion builds off of the introductory materials in the IP survey to think through practical and policy questions that arise within the workplace and, in particular, what HR may encounter. The course will also look at the National Labor Board, social media and hiring practices. The course covers social networking as well, including email, and monitoring computer and internet activities. The course looks at First Amendment issues related to social media, both by employees as well as the public. The course also looks at the issue of the right to be forgotten and the impact of this concept with regard to employees and former employees. The course explores questions of advertising, including puffery, verifiable facts, surveys, advertisements for employees, contests and other issues that arise within the workplace.

EMPL 6050 Sex & Gender Issues in Work (3)

This course will build on the employment discrimination course by delving into the particularities of human resources law as it relates to sex discrimination. The course will combine in-depth lectures and examinations of contemporary current events in this area with practical exercises and projects designed to prepare HR professionals for the complexities that may emerge for their employers under sex discrimination law. The course will cover pregnancy discrimination and accommodations in the workplace, personal appearance policies, sexual harassment, transgender persons in the workplace, and affirmative action/diversity in hiring. Each substantive module will be accompanied by a graded project designed to prepare students to aid in employer compliance and ensure positive employee relations. Prerequisite: employment discrimination law.

EMPL 6100 Investigat Employee Complaints (2)

This course combines substantive law and practical exercises that students will discuss and work through during classroom sessions. The course will provide an overview of what the law requires when responding to employee complaints, what actions to take (or not take) and the various methods of alternative dispute resolution that may be necessary to resolve the matter. Students will apply knowledge gained from the lecture presentations and readings to analyze hypothetical situations involving employee complaints. These hypothetical scenarios will be built upon each week, giving students the opportunity to guide fictional companies all the way through the investigative process, including EEOC investigations, mediation and arbitration. Heavy emphasis will be placed on studying and understanding the arbitration process in particular.

EMPL 6400 Legal Analysis I (2)

Legal Analysis I is taught by Professor Jennifer Cooper. This foundational course introduces students to sources and functions of law in our society relating to labor and employment law. The course begins with an overview of the American legal system and sources of law and introduces students to statutory interpretation and plain language analysis. In Legal Analysis I, students will learn to read and interpret statutory law and regulations, read and brief cases, and develop basic legal writing and analysis skills. Students will also learn to find and research legal information through multiple short research assignments focusing on labor and employment law issues. Through multiple short writing assignments such as a case brief, an IRAC essay analyzing a statutory issue, and an e-memo interpreting statutory & regulatory law relating to a labor and employment law topic, students learn to apply statutes and regulations to analyze legal issues relating to labor and employment law.

EMPL 6401 Legal Analysis II (2)

This course builds on Legal Analysis I to introduce students to the relationship between enacted & administrative law and common law. The course continues instruction on legal research methods in finding and analyzing cases and common law. Students learn to read and synthesize multiple cases and learn analogical and policy-based reasoning. Through multiple short writing assignments, such as an e-memo analyzing a statutory issue with caselaw and a client letter, students learn to apply statutes, regulations, administrative materials, and caselaw to analyze complex legal issues relating to labor and employment law.

EMPL 6410 Introduction to Contract Law and Working with Contracts (2)

This course is intended to equip the non-legal business professional with skills to understand and work with written, negotiated business agreements. We will discuss fundamental principles and sources of contract law, but we will approach all aspects of the course from the practical perspective of transactional lawyers and business professionals who must work collaboratively to negotiate, draft, implement, and manage written business contracts. Students will learn how to translate business deal terms into contract provisions that achieve appropriate legal consequences and manage risk. Students will analyze different types of negotiated business agreements and provisions (with a focus on employment-related contracts) and learn contemporary commercial drafting techniques to manage risk, minimize ambiguity, and solve problems through effective drafting.

Prerequisite(s): EMPL 6400 and 6401.

EMPL 6460 Employment Law (2)

This course will provide students with an understanding of the legal underpinnings of the employer-employee relationship, including the employment-at-will doctrine which is the default setting for the relationship. The course will discuss the limits of the employment-at-will doctrine as well as common legal claims brought in the employment context. It will also explore issues such as privacy expectations of employees and the enforceability of covenants not to compete as well as laws impacting employee compensation and leave.

EMPL 6500 Employee Medical Leaves (2)

An employee comes to you with a doctor's note asking for time off from work. Sounds simple, right? Not really. That request could be covered by the Family and Medical Leave Act, the Americans with Disabilities Act, your state's workers' compensation law, your policies, and more. In this class you will learn how to navigate the often-overlapping legal requirements for medical leave and reinstatement issues. You will also learn how to discuss and document key decisions about the leave in a way that minimizes the risk of litigation.

EMPL 6510 Administrative Law (2)

The course explores the history, present status and nature of administrative agencies. The main emphasis is placed on administrative procedure, contrasting it with the judicial process, as well as constitutional limits on administrative action and the due process rights of persons who are adversely affected by agency action. Topics covered will include delegation of powers, the law of judicial review of agency actions, and procedural requirements of administrative rule-making and adjudication.

EMPL 6600 Privacy in the Workplace (2)

Privacy is a dynamic issue of concern in essentially every modern workplace. However, there is no comprehensive statute governing workplace privacy. Existing laws usually address (or marginally relate to) one discreet area of privacy law. Because privacy law is decentralized by nature, you must understand its general framework to properly address privacy questions that arise in the workplace. You must also be familiar with, or at least capable of referencing, a wide array of federal, state and local privacy laws. This course will cover both the general framework of privacy law and the most notable statutes addressing workplace privacy. The course begins with an overview of the origins and legal sources of privacy law. The course then covers specific areas of workplace privacy, including medical inquiries; background and misconduct investigations; monitoring and surveillance; honesty, psychological, drug and alcohol testing; medical and personnel records; off-duty conduct; employer information; and privacy tort claims. As to each topic, you will gain an understanding of governing legal standards and best practices through reading materials, examples, and when appropriate, checklists and sample policies.

EMPL 6910 Intro to Employment Discrim (3)

This course is created and taught by the Program Director, Prof. Joel Wm. Friedman, a nationally renowned expert in the field of labor and employment law. It is designed to provide the students with a thorough understanding of all of the legal rules and concepts created by federal and state laws prohibiting discrimination on the bases of race, sex, age, disability, religion, sexual orientation, and national origin in a very practical way. The materials will be presented in a manner dedicated to enhancing the ability of present or future human resource professionals to deal with specific problems that continually arise in the workplace. Instruction will be directed towards providing advice on how to deal with and avoid problems in areas including racial and sexual harassment, religious accommodation, pregnancy and family leave, LBGT concerns, handling EEOC investigations, drafting personnel manuals, avoiding retaliation claims, mandatory and voluntary retirement, disability-based accommodation, and drug testing.

EMPL 6990 Capstone Course (3)

This course is designed to build upon the doctrinal and practical and strategic knowledge and skills students have acquired during their first five semesters. Students will be assigned to groups of three or four so that they can gain experience in team building, group dynamics, and collegial decision-making. Each team will be required to negotiate a collective bargaining agreement with the course instructor who will provide the basic underlying materials and will represent the interests of the fictional labor union. Once that agreement has been executed, each student will be responsible for drafting each of the four additional projects: (a) a grievance and arbitration policy and procedure; (b) a personnel policy; (c) a sexual harassment policy and enforcement mechanism; (d) a drug testing policy and enforcement mechanism.

EMPL 9000 Immersion Weekend (0)

Students will need to attend at least one Immersion Weekend during their time in the program. These sessions are held every summer, so students can plan to attend during either their first or second year in the program, but the experience of prior students indicates that the session is most beneficial to those who attend in their first year. It is both an academic and networking opportunity for students to meet their classmates, professors, and other professionals working in the area of labor and employment law. The occasion will include a keynote speaker, lectures and workshops from industry experts, and a variety of social activities.

Law Clinical Courses (CLIN)

CLIN 5100 Federal Pretrial Practice Sem (3)

This seminar is the co-requisite course for the Civil Rights and Federal Practice Clinic and examines the practice, procedure, and ethics of pre-trial advocacy in the area of civil litigation. Topics include client interviewing, case planning, drafting pleadings and discovery requests, taking and defending depositions, motion practice, expert witnesses, and jury selection. Corequisite(s): CLIN 5110.

CLIN 5110 Civil Rights & Fed Prac Clinic (3)

This course is the civil advocacy component in which students, under supervision, represent clients primarily in the areas of fair housing, equal employment opportunity, and civil rights/liberties. Students may draft motions, pleadings, discovery requests, and briefs; conduct depositions; argue motions; negotiate settlements and/or try cases in state and federal court. Student attorneys have professional responsibility for clients and handle all aspects of the case from the initial client interview through fact investigation and discovery, then to trial, adjudication, or settlement. To be taken in conjunction with Federal Pretrial Practice. Students are selected on the basis of an application and personal interview. Full year only, 3 credits in the fall and 3 credits in the spring. Course may be repeated 2 times for credit. Corequisite(s): CLIN 5100 and CLIN 5550.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2400 and 2LAW 2800, CLIN 5100* and 5550*.

* May be taken concurrently.

Course Limit: 2

CLIN 5120 Immigration Law Clinic (3)

Students in the Immigrants' Rights Law Clinic represent detainees, migrant workers, children and other immigrants with critical legal needs working through the U.S. Immigration system. Working alongside licensed attorneys, students work on behalf of clients and community groups in a variety of settings—immigration agencies and courts, state and federal courts, as well as work-shops in detention centers and/or community centers.

Course Limit: 2

CLIN 5130 Immigration Clinic Seminar (3)

The course is an experiential, yearlong law clinic integrating lawyering theory, skills and doctrine in the context of representing noncitizens, including detainees, migrant workers, and children. Students will be assigned to work in pairs and groups, under Professor Yanik (yearlong) and Prof. Hlass (Fall semester), completing work on behalf of clients and community groups in a variety of settings—immigration agencies and courts, state and federal courts, as well as workshops in detention centers and/or community centers. Students will learn the substantive immigration and federal practice law, as well as ethics and professionalism, as they develop lawyering skills including: critical interviewing, investigating facts, researching and analyzing relevant law, case planning, developing a theory of the case, creative problem-solving, strategic decision-making, collaborating, legal storytelling, critical lawyering and consequences of bias in legal systems, legal writing, oral advocacy, and motion practice.

Course Limit: 2

CLIN 5150 Litigation Skills in DV Clinic (3)

The course will examine domestic violence in the criminal justice system and in family law, with a special focus on practical legal skills. Topics include domestic violence as a violation of law, civil rights, international human rights and as a tort, and the role of domestic violence in divorce law and custody. While examining the issue systematically, students will also learn important practice skills through simulated role plays and demonstrations. Students will take a mock deposition, perform cross-examinations, and oral arguments. Corequisite(s): CLIN 5160.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or CLIN 5160*.

* May be taken concurrently.

CLIN 5160 Domestic Violence Clinic (3)

The Domestic Violence Clinic provides legal services to victims of domestic abuse, relationship violence, stalking, or sexual assault. Legal services will address the variety of legal problems which may arise as a consequence of domestic violence, including emergency assistance in obtaining protective orders, and extending to representation in family law cases; including child custody and support; problems with housing, unemployment, or denial of access to financial resources such as bank accounts or other community property. The Domestic Violence Clinic is offered in the fall for three credits and in the spring for three credits. Enrollment is limited to twelve students. Students are selected on the basis of an application and personal interview. Students must meet all eligibility requirements of the Louisiana student practice rule. Prerequisites: Legal Profession and Evidence. Co-requisite: Litigation Skills for DV Clinic Students. Course may be repeated 2 times for credit. Corequisite(s): CLIN 5150 and CLIN 5550.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2800 and 2LAW 2400, CLIN 5150* and 5550*.

* May be taken concurrently.

Course Limit: 2

CLIN 5200 Criminal Practice Seminar (3)

This seminar is an in-depth study of selected aspects of criminal practice, both skills and substantive. Topics covered include: client counseling, investigation and discovery, drafting and arguing motions, competency to stand trial, the insanity defense, expert witnesses, case strategy, state and federal post-conviction proceedings. This course is geared towards those considering careers in criminal law, whether as prosecutors or defense attorneys. Enrollment is limited to students participating in the Criminal Justice Clinic. A rule penalizing students for lack of preparation and/or excessive absenteeism will be invoked. Fall semester only. Corequisite(s): CLIN 5210.

CLIN 5210 Criminal Justice Clinic (3)

This course is the criminal litigation and advocacy component in which students, under supervision, represent indigent criminal defendants in all phases of a criminal case: pretrial motions and trials; parole hearings; state post-conviction relief; appeals to the LA Fourth Circuit Court of Appeal and the LA Supreme Court; and federal habeas corpus petitions in the federal district court, Fifth Circuit Court of Appeal, and United States Supreme Court. Additionally, students engage in non-litigation advocacy on behalf of clinic clients such as testifying before the state legislature, meeting with community organizations, and partaking in community legal education. This course is geared towards those considering careers in criminal law, either as prosecutors or defense attorneys. To be taken in conjunction with Criminal Practice Seminar. Students are selected on the basis of an application and personal interview. Full year only, 3 credits in the fall and 3 credits in the spring. A rule penalizing students for lack of preparation and/or excessive absenteeism will be invoked. Course may be repeated 2 times for credit. Corequisite(s): CLIN 5200 and CLIN 5550.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2400 and 2LAW 2800, CLIN 5550* and 2LAW 2300* or 4LAW 4160*.

* May be taken concurrently.

Course Limit: 2

CLIN 5240 Environmntl Advocacy Sem (3)**CLIN 5250 Environmental Law Clinic (3)**

The Tulane Environmental Law Clinic (TELC) provides legal services to local, regional, and national groups, as well as individuals, on a wide range of environmental and public participation issues. Under the supervision of the Clinic's staff attorneys, students in the Clinic take the lead in representing clients in pleadings and oral arguments before local governmental bodies, state and federal agencies, and state and federal courts. Among the issues TELC student attorneys address are issues faced by fence line environmental justice communities impacted by facilities which pollute their land, air and water and pose risks from accidental releases; Atchafalaya Basin residents and fishermen who seek to preserve their way of life and the wetlands they rely on; clients concerned with preserving fish and wildlife, including threatened and endangered species; and regional and national groups addressing local environmental issues which reverberate nationwide. TELC is open to 3Ls, 2Ls (during the spring semester only), and LLMs with JD degrees from U.S. law schools. 2L and 3L students are required to enroll for two semesters; LLMs are limited to one semester in TELC. Under student-practice rules, 3Ls and LLMs may sign pleadings and appear in court under the guidance of TELC's supervising attorneys. Professor Jordan plans to invoke a rule penalizing students for excessive absenteeism. 3 credits each semester. Course may be repeated 2 times for credit.

Course Limit: 2

CLIN 5300 Juvenile Advocacy Sem (3)

This seminar studies the special problems involved in the representation of children and their parents. Topics reviewed include discovery practices in criminal and civil cases, evidence, constitutional criminal procedure, expert witnesses, child custody and child support, and pre-trial motions appropriate for litigation in juvenile court. Enrollment is limited to students participating in the Juvenile Litigation Clinic. Professor Katner plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism. Corequisite(s): CLIN 5310.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or CLIN 5310*.

* May be taken concurrently.

CLIN 5310 Juvenile Litigation Clinic (3)

In the Juvenile Clinic 10 students represent indigent clients in juvenile delinquency cases, and children in need of care cases. Students work under the direction of the supervising attorney, but the students are primarily responsible for all client and witness interviews, pre-trial hearings, trials and appeals. The course must be taken in conjunction with the Juvenile Advocacy Seminar. The course lasts the entire year and carries 3 credits in the fall and 3 credits in the spring. Students are selected during the spring of their second year based upon written applications and personal interviews with the supervising attorney. Professor Katner plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism. Course may be repeated 2 times for credit. Corequisite(s): CLIN 5300 and CLIN 5550.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2400.

Course Limit: 2

CLIN 5350 First Amendment Clinic (3)

This clinical course is dedicated to protecting freedom of expression, increasing government transparency, and supporting the essential work of news gatherers. The work includes impact litigation and direct legal services. Student attorneys have professional responsibility for clients and handle all aspects of their cases. To be taken in conjunction with the First Amendment Advocacy Seminar. Students are select on the basis of an application and personal interview. Full year only, 3 credits in the fall and 3 credits in the spring.

Course Limit: 2

CLIN 5360 First Amendment Clinic Seminar (3)

This seminar is the co-requisite course for the First Amendment Clinic and examines the practice, procedure and ethics of pre-trial advocacy in the area of First Amendment. 3 credits.

CLIN 5410 Legislative & Admin Advocacy (3)

Legislative and Administrative Advocacy examines how bills become law and how agency rules are promulgated. Each student will research and draft a proposed bill or agency regulation on behalf of a client group, present it in a mock hearing, and write a research paper. Grades are based in equal proportions on the draft of an instrument, mock hearing, and research paper; there is no examination. Class meetings will cover legislative and administrative enactment and promulgation procedures, research methodologies, drafting techniques, constitutional restrictions, and public access to information. This clinical course is open for enrollment by second and third year students. Professors plane to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

CLIN 5420 Adv Leg & Admin Clinic (2)

Students will work on multiple legislative and administrative instruments at various stages of development, including bills appropriate for introduction into the spring legislative session, rules intended for promulgation by agencies, city ordinances, research memoranda, one-page informational sheets, proposed amendments, fiscal notes, and fiscal and economic impact statements. Classroom meetings will include presentations by faculty and by personnel from collateral agencies with expertise in legislative and administrative advocacy. Direct faculty instruction will also be provided through meetings and tutorials, individually and in small groups, where drafts of instruments will be reviewed and critiqued, feedback will be provided on written memoranda, strategic considerations will be discussed, and students will engage in critical reflection on their field experiences. Students will devise implementation strategies based on economic analysis and feasibility of proposed instruments. They will attend meetings of selected public bodies and prepare a written reflection on what they observed. Grades will be based on written memoranda and drafts, timeliness of the work, supervisory and client feedback, and diligence. In order to apply for entry into the clinic, students must have taken the fall semester course in Legislative & Administrative Advocacy; enrollment is subject to professor approval.

CLIN 5550 Trial Advocacy (3)

This course is intended to prepare and train students in advocacy skills for evidentiary hearings and trials. It is graded on a pass/D/fail basis, with the top 10% of the class receiving "honors" designation. The principal method of instruction is "Learning By Doing." The students participate in intensive role playing of simulated trial problems. Subjects covered during the course are: jury selection; opening statements; direct and cross examination; exhibits and demonstrative evidence; impeachment and rehabilitation; examination of expert witnesses; closing argument; and trial notebook. Members of the faculty and distinguished guest lecturers give demonstration performances. Each student is videotaped and then reviews his or her performance on videotape. A Student-faculty ratio of 4 or 5 to one is maintained to insure that each student receives individual attention. The faculty includes experienced trial lawyers and judges, who rotate through each section so that students will be exposed to a variety of views and ideas. Each student tries a jury trial at the conclusion of the course. Evidence is a prerequisite. Students absent without valid excuse or unprepared for class will be penalized.

Law First Year Courses (1LAW)

1LAW 1080 Constitutional Law 1 (4)

This course is an introduction to problems arising under the Constitution of the United States, including the nature of the judicial function, the operation of the federal system, the separation of powers, and the protection of individual rights. Both the development of constitutional doctrines and current problems are considered.

1LAW 1110 Contracts I (3)

This course is an introduction to the law of contracts, dealing with consideration, offer and acceptance, techniques for policing the bargaining process, and an introduction to remedies. Although the course is essentially an introduction to the common law of contracts, there will be some attention to statutory materials, including the Uniform Commercial Code.

1LAW 1160 Contracts II (3)

The major focus is on the law of contracts for the sale of goods, as embodied in Article 2 of the Uniform Commercial Code. Particular emphasis is placed on remedies for breach of contract and warranties as to quality. Throughout, comparison is made to the similar concepts developed at common law.

1LAW 1210 Criminal Law (3)

This course focuses on typical statutes proscribing criminal behavior as a means of studying legal concepts of responsibility and punishment. Selected topics include mens rea, mistake, attempt, conspiracy, accomplice liability, homicide, rape, insanity, and related constitutional doctrines.

1LAW 1310 Civil Procedure (4)

This course offers the first-year law student an introduction to civil procedure. Emphasis is placed on the interrelationship between theories of jurisdiction and notions of federalism. The course also focuses on approaches to such matters as service of process, joinder, preliminary motions, multiple claims and parties, amendments, discovery, directed verdicts, summary judgment, res judicata, and collateral estoppel.

1LAW 1340 Civil Law Property (4)

This course presents fundamental principles of the civil law as they relate to property; Louisiana Civil Code, Preliminary Title, Articles 1-15; Book II, Articles 448-532, 784-791; Book III, Articles 3412-3555. Topics include: introduction to the civil law system, things, ownership, possession, liberative and acquisitive prescription. The course emphasizes analysis of institutions in the light of civilian methodology, jurisprudence, and doctrine.

1LAW 1360 Common Law Property (4)

The course surveys the common law system of property rights. The focus is on voluntary and involuntary transfers of land including estates in land, landlord and tenant rights, eminent domain and servitudes and other rights in the land of another.

1LAW 1410 Legal Research & Writing (0-4)

This course is designed to teach the fundamentals of legal writing and to acquaint the student with various research techniques utilizing the resources of the law library and computerized legal databases. Students are assigned to an instructor, and each instructor will be assisted by several third-year senior fellows. Students will be placed into small sections, which will meet on a regular basis. Over the course of two semesters, students will learn the techniques of legal problem-solving, and learn to research and draft legal memoranda and briefs through a series of progressively more complex writing assignments. The course is graded and ordinarily culminates with the drafting of an appellate brief and an oral argument before an appellate moot court. The course lasts the entire year and carries 2 credits in the fall and 2 credits in the spring. This course may be repeated 2 times for credit.

Course Limit: 2**1LAW 1420 Becoming Lawyers (0)**

This series is designed to help first-year students identify professional goals and build critical academic and professional skills.

1LAW 1440 Obligations I (3)

This is a basic course in Louisiana contract law with primary emphasis upon the Louisiana Civil Code as revised in 1985, and comparisons to the common law. It explores, comparatively, the general concept of a legal obligation, and more particularly the principles of civil law contracts. Matters dealt with include capacity, consent and cause, formation of contracts, effects of contracts, and remedies for nonperformance.

1LAW 1510 Torts (4)

This course deals with problems of non-contractual wrongs for which private compensation is sought under the common law. Topics include intentional wrongdoing, negligent wrongdoing, instances in which society imposes strict liability, accidents, and the ways in which the legal system shifts their social costs or attempts deterrence.

Law Mini Courses (MINI)

MINI 4000 Wind Law (1)

Wind is a major source of renewable electricity in use around the world. This course will focus on legal and policy factors that arise with this technology, using case studies, legal materials, scientific data, and other sources from the U.S. The course provides an in-depth study of most aspects of wind law in the US, with a focus on selected states, including the history of wind energy, the major elements of the wind energy lease, permitting, land law issues, the contractual framework for the sale of wind energy, offshore wind projects, government tax incentives, transmission issues and litigation.

MINI 4810 Socio-Economic Rights (1)

Socio-economic rights play an important role in many societies. Demands for jobs, food, water, housing/shelter, education, health care or – more generally – dignified living conditions are as important as classical liberal (“first generation”) rights to equality, free speech, assembly, political participation or religion in countries like South Africa or India and continue to influence the human rights debate across large parts of South America. The Arab Spring is the most recent battleground over constitutionally entrenched socio-economic demands and greatly expanded the scope of such entitlements in systems like Iraq or Egypt. Other societies, including the United States and many countries in Europe, provide assistance for citizens in need but take a much more cautious stance on the constitutional protection of the socio-economic sphere. This course identifies different approaches to the protection of socio-economic entitlements. Drawing on the origins of social welfare states, including the German and French models, students will be alerted to the tensions that exist between the desire to provide a constitutional basis for the most fundamental needs of citizens and the limited resources available to most societies when it comes to the creation of job opportunities or the provision of social welfare benefits. Options range from ordinary social welfare legislation without a constitutional safety net, constitutional principles that direct public policy and resources towards the development of socio-economic safeguards, constitutional provisions that guarantee a minimum standard of life, to the constitutional entrenchment of ambitious individual rights to socio-economic benefits. Students will explore these options on the basis of selected academic writings, socio-economic data from national sources and international organizations, court decisions, and constitutional texts from a variety of systems including Ecuador, South Africa, India, Egypt, Germany and the United States. Particular emphasis will be placed on the role that constitutional law can play in socio-economic development and the distribution of limited resources between competing societal needs. This will include the difficult question of judicial enforcement and the implications of constitutionally entrenched rights for the separation of powers in democratic systems of government.

MINI 5040 Legal Scholarship Workshop (1)

This “workshop” will feature presentations by four or five visiting authors of their works-in-progress on regulation of economic activity, broadly construed. Students formally enrolled in the workshop will meet with one or more of the faculty conveners the week before each author’s presentation to discuss the paper. Students will prepare brief (one-page) response papers for each paper for discussion in the prior meeting; those response papers will be shared with the authors. In addition, students will be expected to attend two additional approved lectures at the law school or elsewhere on campus and submit a brief (one-page) response paper. The workshop is designed for students who are interested in legal scholarship in general and for those with particular interest in issues related to regulation, economic regulation, and international coordination of economic policies. The author presentations will be open to students who are not formally enrolled in the workshop. The faculty conveners are: Adam Feibelman (Tulane, Law) Blair Druhan Bullock (Tulane, Law), and Steve Sheffrin (Tulane, Murphy Institute). 1 credit, pass/fail.

MINI 5041 Legal Scholars Wkshp, Advanced (1)

Continuation of Legal Scholarship Workshop.

MINI 5110 Freight Forwarders & NVOCCs (1)

This course will examine the role of intermediaries with respect to the negotiation and conclusion, or “fixing” of contracts for the carriage of goods by sea. The course will specifically examine the procedure for negotiating contracts including charter parties, the applicable chartering terms, the relationship between the intermediaries and the merchants, charterers, carriers and owners, and the relevancy of agency law. The course will explore multimodal transportation and liability regimes in EU and US. The course will be taught by Andrei Kharchanka, Manager of Risk, Claims and Litigation for BBC Chartering GmbH of Leer, Germany. BBC specializes in project cargo and is the world’s largest operator of heavy lift multipurpose vessels.

MINI 5120 Adm: Charter Parties (1)

In this course, the student will become familiar with the different types of charter parties utilized by the shipping industry for chartering both cargoes and vessels. The main focus of the course will be on the duties of the owners and charterers under time and voyage charter parties, and the legal basis for disputes under both U.S. and English law. The course will be taught by Jason P. Waguespack (L’91) of the firm Galloway, Johnson, Tompkins, Burr & Smith.

MINI 5300 Corporate Governance (1)

This mini-course is taught by Louis Fishman, with a likely appearance by David Bonderman. Other distinguished guests are expected from time to time. The course carries one semester hour of credit and meets for six two-hour sessions. It is graded on the “Pass, D, Fail” basis. It considers “hot topics” in corporate governance, such as “shareholder activism” and “proxy access”; a chapter from James Freund’s book “Smell Test,” which examines lawyers caught in what could be career-ending ethical dilemmas involving business clients; and one or two Delaware cases in which governance failures contribute to business failures. Because a significant portion of the course is current events, which are not predictable, newspapers are part of the assigned reading, and the course syllabus may change with little or no notice. A student’s background in corporation and securities law will be useful, but not prerequisite. The course is most appropriate for 3 Ls, but 2 Ls are also welcomed.

MINI 5490 EU Competition (Antitrust) Law (1)

The course will consider a critical area of European Union business law: competition/antitrust law. It begins with a sketch of European Union law with specific reference to how the Union regulates trade, corporate establishment and the institutions that enforce these policies. It then turns to the two relevant European Union treaty articles: Article 101, which governs multi-firm conduct (agreements between business entities), and Article 102, which observes single firm conduct (abuse of dominant position). It is not necessary to have taken either Antitrust or European Business Law to enroll in the course.

MINI 5620 Human Rights Discourse (1)

This course will explore key themes of human rights protection through the lens of U.S. and foreign court decisions.

MINI 6040 Anti-Racist Lawyering (1)

Amidst the twin pandemics of corona virus and longstanding structural racism, this mini course will immerse students in readings, analysis and conversation about how law is frequently used to perpetuate anti-black racial harms and hierarchies and how students might use their legal education to disrupt those hierarchies. In a series of workshops, leading scholars, practitioners, organizers, and community members will address both historical civil rights barriers as well as current proposals for eliminating structural racism across the criminal justice, voting, education, housing, health/environmental and other sectors. Students will be assigned a series of prompts for preparation of reflection papers and essays.

MINI 6080 Roman Law (1)

Peace, liberty guaranteed by clear-cut rules, social interaction guided by value-laden principles-it is by these ethical and rational contents, deeply grounded and diligently elaborated in its religious, philosophical, and political history, that Roman Law has become part of the common heritage of the world's jurisprudence. As the course will illustrate in telling detail and general overview, Roman Law is in fact inspired from its beginning by the humanly valid idea that human life has to realize and to reconcile two seemingly contradictory ends, individual freedom and the reliable cooperativeness. Notably, slavery, omnipresent in its day, was branded by Roman lawyers an institution against human nature, thus paving the way for its abolition in modern times.

MINI 6150 Int'l Anti-Corruption (1)

This course will cover the basics of international anti-corruption laws such as the U.S. Foreign Corrupt Practices Act, the U.K. Bribery Act, international conventions against corruption, and similar anti-bribery laws of other countries. These anti-corruption laws generally prohibit direct and indirect corrupt payments to foreign officials. Enforcement has increased significantly in the last few years and will continue to be a major factor to any organization operating globally. The course will use recent SEC and DOJ investigations (such as the case against former U.S. congressman from New Orleans, William Jefferson) to illustrate the basics of these anti-corruption laws. The course will also cover other areas in the international trade regulatory regime such as export controls, anti-boycott, anti-money laundering, and fraud prevention. Other areas addressed by the course include the scope of international anti-corruption laws, identifying a government official, identifying red flags in business partners, conducting due diligence, exceptions to the laws, assessing third party risk, and other areas that play an integral role in counseling clients doing business abroad. We will review the elements of a comprehensive corporate compliance program and mechanisms used to implement compliance procedures and internal controls in an organization. The course will also address the cultural challenges presented by certain countries and industries. Students will be expected to participate in case studies and exercises designed to apply legal principals to situations that arise in the practice of law.

MINI 6180 Real Estate Contracts (1)

This course will examine the negotiation of a number of real estate contracts and the skills and methods of lawyers who handle transactions. The contracts include a purchase agreement, a construction loan commitment, purchase and remediation agreements for a brownfield site, a workout (loan modification) agreement and a management agreement for a senior living facility. The course materials will include a case study for each transaction and a form of the agreement, with an indication of the matters that most concern the party that receives the initial draft. The course will take up the rules of law that motivate and constrain the contents of particular agreements.

MINI 6181 Real Estate Contracts II (1)

This course will examine the negotiation of a number of real estate contracts and the skills and methods of lawyers who handle transactions. The contracts include an office lease, a shopping center lease for a small tenant, a reciprocal easement agreement for a shopping center, an LLC agreement between a developer-manager and high net worth investors, an owner-architect contract and an owner-contractor agreement. The properties will include an office building, a shopping center, a warehouse and one to be determined. The course materials will include a case study for each transaction, a form of the agreement, and the response of the party that receives the first draft. The course will take up the rules of law that motivate and constrain the contents of particular agreements.

MINI 6190 Representing Physicians (1)

This course will begin with an overview of general issues in healthcare law but will focus primarily on practical legal issues physicians face in the current healthcare world and how lawyers can be prepared to counsel the physicians facing those issues. This mini-course will address issues as diverse as anti-trust and ERISA to medical staff and peer review, from the viewpoint of a practitioner who specializes in representing physicians. Tulane medical students will also attend several of the classes, and there will also be several attorney and physician guest instructors.

MINI 6250 Corp Law & Hostile Acquisition (1)

This is an advanced corporate law course focusing on state corporate law, corporate governance, the fiduciary duties of directors and the rights of stockholders in the context of hostile acquisitions. This course will emphasize the practical aspects of corporate law and will cover hostile acquisitions from a bidder's perspective (which will include takeover approaches, takeover negotiations, takeover techniques, and the structuring and pricing of offers), hostile acquisitions from a target's perspective (which will include advanced preparation, structural changes to reduce vulnerability, and responding to acquisition offers), proxy con-tests and stockholder activism. Business Enterprises is a prerequisite for 2L students and a pre-requisite or co-requisite for 3L students. The course will be taught by Michael Maimone who is an experienced corporate attorney and litigator who practices primarily in Delaware and New York.

MINI 6370 Political Investigations & Impeachment (1)

This course looks at issues at the intersection of politics and law that arise in investigations of public officials, including in impeachment proceedings. Topics will include criminal investigations, congressional inquiries, the role of defense counsel, and standards and processes for impeachment and removal of a U.S. president and other high-level government officers. Both the legal framework and practical political considerations will be considered. This course will be taught by Ross Garber, chair of the Government Investigations and White Collar Crime Group of Shipman & Goodwin LLP (Washington, D.C.), whose practice concentrates on representing government officials in investigations and who has served as lead defense counsel to three U.S. governors facing impeachment.

MINI 6450 Intro to Chinese Maritime Law (1)

This introductory course aims to convey to the student the primary knowledge of the shipping law and practice of the Mainland of China. The key sectors which are to be covered include Chinese legal system, setting up in China, contracting with Chinese entities, carriage of goods by sea, shipping contracts, ship and ship-related rights, marine casualties, marine insurance, agency, dispute resolution and maritime procedural law. This course intends to present the unique features of Chinese shipping law and tries to prepare the students for recognizing and dealing with uncomplicated legal issues in relation to Chinese shipping industry.

MINI 6480 Climate Change: Underlying Drivers: Potential Solutions (1)

Students will explore major sources of greenhouse gas (GHG) emissions, understand drivers to reduce GHG emissions (including voluntary and mandatory mechanisms), assess the effectiveness of various GHG reduction efforts, evaluate available GHG reduction technologies, and review various U.S. government initiatives to accelerate GHG reduction efforts. At the conclusion of the course, students should have a thorough grounding in climate change and be able to understand the causes of climate change, potential solutions, and the economic and legal drivers of climate change causes and solutions.

MINI 6490 Transnational Litigation (1)

The rapidly growing number of disputes involving foreign parties and transactions present distinct problems that do not arise in purely domestic litigation or arbitration. The course will address these problems and the emerging solutions as developed by American courts, and it will compare these developments with approaches that prevail in other legal systems. Areas that will be covered include the extraterritorial application of U.S. laws, taking evidence abroad, personal jurisdiction over foreign defendants, and the enforcement of foreign judgments.

MINI 6620 Space Law: Jurisdictional Treaties (1)

This course focuses on the question of what rules apply in outer space and examines the five current international treaties that govern outer space: the Outer Space Treaty, the Rescue Agreement, the Liability Convention, the Registration Convention, and the Moon Agreement. Comparisons to issues of jurisdiction in admiralty law will be made throughout the course, though no prior knowledge of admiralty law is required. This course is taught by Jeanne Amy from the Department of Justice's Aviation, Space, and Admiralty Division.

MINI 6630 Space Law: Property, Tort, and the Environment (1)

This minicourse examines three interrelated areas to consider in space: delict (tort), property, and the environment. In terms of tort law and space, undertaking outer space activities is inherently a risky business. Things blow up, fall down, smash into one another – bottom line, things can go very wrong. And when they do, someone will be liable. How tort law principles apply in outer space will be the first area of focus for the mini course. Property rights, the second area of focus, also are important in space. While existing treaties provide that States cannot take ownership of celestial bodies, there is room for interpretation as to whether a private person (or institution) might acquire such ownership. Moreover, there are property rights already in outer space given the existence of man-made objects, such as satellites, spacecraft, etc. How property law impacts space law is the second topic for our discussion. Finally, we will examine space and the environment. There are environmental impacts of outer space activity not only in space, but also on Earth, including pollution created during launch operations, importing new microbes onto Earth during space activity, and objects falling into Earth's atmosphere from space. Issues of the environment within outer space will also be discussed in the context of space debris, satellites, space stations, the future of possible space hotels, and more. The course will be taught by Professor Wian Erlank of North-West University in South Africa and will be graded in a Pass/C/Fail basis.

MINI 6650 Public Co Reporting Practicum (1)

This course is designed to provide a hands-on and practical introduction to disclosure issues and practices of publicly traded companies. The course will address disclosure issues and topics under the federal securities laws and the various rules and regulations thereunder. The course will also cover select corporate governance issues, such as director independence, committee composition and duties, shareholder approval of certain matters, and other exchange listing requirements (NYSE and/or NASDAQ rules). This is an advanced course that is designed to teach students how to approach and solve problems relating to public company disclosure issues, focusing on the structure and content of disclosure and available resources. The course will be designed to simulate the issues and tasks that an attorney would perform in representing a public company in practice. It is primarily designed for students who intend to practice corporate or securities law and represent companies in connection with public filings with the Securities and Exchange Commission and the sale of securities.

MINI 6660 Plea Bargaining (1)

Only about 2% of all federal criminal defendants go to trial, and only about 6% of state criminal defendants do so. Yet the vast majority of the training received by prosecutors and defense attorneys, both in law school and after, focuses on trials. This mini-course will instead address the mechanism(s) by which most criminal cases are actually resolved, (with a particular emphasis on the federal courts) and will attempt to provide future criminal lawyers with some of the tools needed to achieve just and fair resolutions in those cases. For the last class, students will be put into pairs (prosecutor-defense attorney), and required to conduct plea negotiations in a hypothetical case, and ultimately reach a resolution that does not involve a trial. The roles of the participants will then be reversed, and the exercise will be conducted again.

Law Non-Classroom Courses (NCLS)

NCLS 9010 Law Review (0-2)

Founded in 1916 as the Southern Law Quarterly, the Tulane Law Review is published five times annually and is managed and edited by students of the Tulane University Law School. The Review is recognized as a preeminent forum for scholarly publication in the areas of Civil Law, Comparative Law, and Admiralty Law. The Review has a significant international circulation and is on a select list of minimum holdings for courts and law libraries in the United Kingdom. The Review maintains a wide European readership. Course may be repeated up to unlimited credit hours.

Maximum Hours: 4

NCLS 9020 Moot Court (0-2)

Tulane Moot Court is one of the largest student-run organizations at Tulane University Law School and among the oldest programs of its kind in the nation. The Tulane Moot Court program was founded in 1929 by a small group of Tulane Law students, including the legendary U.S. Fifth Circuit Judge John Minor Wisdom. Alumni include state and federal judges, members of Congress, U.S. Ambassadors, and state governors. Tulane Moot Court is comprised of four Interschool teams: Mock Trial, Appellate, Alternative Dispute Resolution, and Willem C. Vis International Arbitration. The Appellate team consists of four sub-teams: International Criminal Court, John R. Brown Appellate Admiralty, Pace Environmental Appellate, and Black Law Students Association (BLSA) Appellate. Throughout the year, all of these teams earn academic credit by competing in a number of national and international moot court competitions. Course may be repeated up to unlimited credit hours.

Maximum Hours: 4

NCLS 9030 Maritime Law Journal (0-2)

The Tulane Maritime Law Journal is a biannual, student-edited law journal that includes scholarly works written by academics, practitioners, and students concerning current topics in Admiralty and Maritime Law. In addition, the Journal publishes annual sections in Recent Developments and International Law for the United States and the international community, as well as periodic symposia on relevant topical areas in the field and quantum and collision surveys every other year. Course may be repeated up to unlimited credit hours.

Maximum Hours: 4

NCLS 9040 Environmental Law Journal (0-2)

The Tulane Environmental Law Journal is a biannual legal periodical produced and edited by students of Tulane Law School with the support of the faculty and administration of Tulane Law School. The Journal contains timely articles written by professors and practitioners, as well as commentary on recent cases written by journal members. Featured scholarly articles rigorously analyze a broad range of environmental issues affecting individuals, communities, and the nation at large. Course may be repeated 4 times for credit.

Course Limit: 4

NCLS 9050 Law & Sexuality Journal (0-2)

First published in 1991, the Tulane Journal of Law & Sexuality is the first student-edited law review in the country devoted solely to covering legal issues of interest to the lesbian, gay, bisexual, and transgender community on a wide variety of subjects, including constitutional, employment, family, health, insurance, and military law. The Journal also publishes the winning article of the annual National LGBT Bar Association Michael Greenberg Student Writing Competition. Course may be repeated 4 times for credit.

Course Limit: 4

NCLS 9060 Jnl Int'l & Comparative Law (0-2)

The Tulane Journal of International and Comparative Law was founded at Tulane University Law School in New Orleans, Louisiana as an outgrowth of that institution's historical tradition as a signpost in the academic world for international and comparative law. Published biannually, the Journal is dedicated to discussing and debating all facets of international law, from human rights to transnational commerce to the historical evolution of current global law. Course may be repeated 4 times for credit.

Course Limit: 4

NCLS 9070 Tech & Intel Property Journal (0-2)

The Tulane Journal of Technology & Intellectual Property (JTIP) is a student-edited, subscription-based, scholarly publication of Tulane University Law School. JTIP examines legal issues relating to technology, including topics such as patents, copyrights, trademarks, trade secrets, antitrust, information privacy, computer law, constitutional law, contracts, torts, and all other policy implications of law and technology in our society. Course may be repeated 4 times for credit.

Course Limit: 4

NCLS 9080 Sports Law Journal (0-2)

The Sports Lawyers Journal is a national legal journal edited by Tulane law students and published by the Sports Lawyers Association (SLA). Every member of the SLA, currently nearly 1,500 practicing lawyers, professors, law students, and other professionals, receives the publication annually. Since the Journal is composed of articles authored by American, Canadian, and European law students, it provides a unique view of sports issues and an unparalleled opportunity for students to have their works published and read. Course may be repeated up to unlimited credit hours.

Maximum Hours: 4

NCLS 9100 Directed Research (1-3)

Directed Research is a way for students to receive one, two, or three hours of credit for research papers completed under the supervision of a member of the full-time faculty. The faculty member must approve the topic and scope of the paper and determine the number of pages required for the credit granted. Students may receive a maximum of three credits during their entire degree program. Course may be repeated 3 times for credit.

Course Limit: 3

NCLS 9110 Seminar Work (1)

Out of class work component for 3 credit law seminar courses. Course may be repeated up to unlimited credit hours.

Enrollment limited to students in the Uptown campus.

Maximum Hours: 99

NCLS 9150 Immigrant's Rights Practicum (3)

The course is an experiential course integrating lawyering theory, skills and doctrine in the context of representing noncitizens (seeking nonimmigrant U or T status) in partnership with the community group, the New Orleans Workers' Center for Racial Justice (NOWCRJ). Students will be assigned to work in pairs, under the supervision of a NOWCRJ attorney and Prof. Hlass, on one U nonimmigrant status application for a NOWCRJ client. Students will learn the substantive law of Nonimmigrant Status, as well as ethics and professionalism, as they develop lawyering skills including: client-centered interviewing, investigating facts, researching and analyzing relevant law, case planning, developing a theory of the case, creative problem-solving, strategic decision-making, collaborating, legal storytelling, cross-cultural lawyering and consequences of implicit bias, and legal writing, including affidavits and advocacy-focused letter briefs.

NCLS 9300 Senior Fellow (2-4)

Legal Research and Writing Senior Fellowship.

Maximum Hours: 4

NCLS 9400 Law Externships (0-6)

The Externship courses provide legal education and skills development in real-life settings. Students work and learn in a variety of workplaces: public interest or nonprofit organizations; courts or government offices at the federal, state or local level; and corporate counsel offices. The Externship courses allow students to gain expertise in professional skills and problem-solving; study professionalism and the lawyers' ethical requirements; examine lawyers' roles in the delivery of justice and ensuring justice for all; develop specific lawyering skills or learn a specific area of law; explore career interests in a variety of legal fields and build a professional network; and provide service to the community and to the public at large. Course may be repeated up to unlimited credit hours.

Maximum Hours: 18

NCLS 9410 Advanced Summer Externship (3)

Upper-class summer externship.

Maximum Hours: 6

Law Special Courses (LAWS)

LAWS 6000 Mindfulness for Lawyers (0)

The 30-minute sessions are designed to help you reduce stress, increase concentration, and thrive during exam period.

LAWS 6010 Pretrial Civil Lit Bootcamp (1)

This course is designed to teach students the fundamental skills necessary to represent clients in civil discovery and motion practice before trial. The course concentrates on developing skills in client communication, drafting pleadings, preparing and responding to written discovery, arguing pretrial motions, and preparing for and taking the depositions of both fact and expert witnesses. Throughout the individual lessons, the faculty spends time discussing case development, the burden of proof at trial, and the witnesses and exhibits that an attorney will need to obtain in preparation for representing their client before a jury. The faculty also discusses related issues including insurance coverage and its effect on the attorney-client relationship and execution of a potential judgment. The course's explicit focus on pretrial practice reflects the availability of further education in trial skills through Tulane's Trial Advocacy program and Tulane's clinical programs.

LAWS 6020 Pretrial Criminal Lit Bootcamp (1)

This course hopes to teach students three critical skills required for pretrial advocacy in criminal litigation: information gathering; drafting motions; and arguing motions. The course will focus on the five matters (and related motions) most commonly encountered in the interval between arrest and trial: (1) bail; (2) discovery; (3) "similar acts"/FRE 404B evidence; (4) motions to dismiss; and (5) motions to suppress evidence. Students in the course will be divided into two groups – a prosecution track, and a defense track – and will be expected to learn what information is necessary for each motion; to research and write each motion; and then to argue their motion (or opposition) each day. In addition, students will be expected to learn to formulate a theory of the case, either prosecution, or defense, and then to make strategic decisions consistent with that theory as they move through the pretrial process. The course is designed to occupy the territory between classroom theory and trial practice. Training in the latter area is readily available through Tulane's Trial Advocacy program, Tulane's Criminal Law Clinic, and Tulane's supervised externships at public defenders' and prosecutors' offices.

LAWS 6030 Transactional Bootcamp (1)

This course will consist of a series of counseling, negotiation, due diligence, and drafting exercises structured around a basic corporate transaction (e.g., an asset purchase). The course will introduce students to fundamental deal skills, such as structuring the timetable for a transaction, eliciting and drafting the operative business terms, identifying legal and business risks and negotiating corresponding risk-shifting and risk-reduction provisions, and reviewing and drafting the ancillary documents necessary to consummate the transaction.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2070.

LAWS 6040 Business Literacy (1)

This one-credit course is designed to introduce students to a range of basic business concepts that lawyers will encounter in commercial or transactional practice. Students will be grouped into 6 teams, each of which will act as a consultant in connection with a proposed sale of a publicly traded company (the "Company"). With the assistance of one or more Senior Advisor, each team will participate in a series of exercises designed to analyze different aspects of the proposed sale, including an understanding of the industry, the value chain in the Company's market, the value of a business combination with the Company in advancing the long-term objectives of different bidders, the fair value of the Company under different valuation methodologies, the options available to a finance a business combination with the Company, and the risks posed to individual bidders by a business combination with the Company. As a final project, each team will make an oral presentation to the CEO and board of a specific bidder regarding the Company's strengths and weaknesses and the opportunities and challenges posed by a business combination with the Company.

LAWS 6050 IP Lab (1)

The two IP Labs in Patent and Trademark allow students to obtain practical, real-world experience representing clients in patent and trademark matters on a pro bono basis before the U.S. Patent and Trademark Office. Students under supervision help screen and interview clients, conduct patentability or registerability searches, counsel the client regarding the results, and, if appropriate, draft and file patent or trademark applications, responses, and other documents necessary to the application. 2Ls and 3Ls may apply for this limited enrollment course by completing an experiential application ("ONEAPP"). Students applying for the IP Lab in patents must have the technical background described at pp. 4-10 in the General Requirements Bulletin on the USPTO website, available at https://www.uspto.gov/sites/default/files/documents/OED_GRB.pdf Course may be repeated 2 times for credit.

Course Limit: 2

LAWS 6060 Trademark Prosecution (1)

TRADEMARK Prosecution Boot Camp This 1-credit graded course will provide students the opportunity to engage in educational simulated hands-on trademark prosecution tasks, including researching trademark availability, preparing freedom-to-use and registrability opinions, preparing trademark applications, preparing use affidavits, evaluating and responding to USPTO office actions, and responding to oppositions. The course, taught by Prof. Joel Feldman, will simulate the lifecycle of a trademark application, from clearance through publication for opposition

LAWS 6500 Semester Abroad Australia (0-14)

Law study abroad in Australia.

LAWS 6510 Semester Abroad - Argentina (0-14)

Law study abroad in Argentina.

LAWS 6520 Semester Abroad Hong Kong (0-14)

Law study abroad in Hong Kong.

LAWS 6540 Semester Abroad Copenhagen (0-14)

Law study abroad in Denmark.

LAWS 6550 Semester Abroad France (0-14)

Law study abroad in France.

LAWS 6570 Semester Abroad Germany (0-14)

Law study abroad in Germany.

LAWS 6580 Semester Abroad Israel (0-14)

Law study abroad in Israel.

LAWS 6590 Semester Abroad Japan (0-14)

Law study abroad in Japan.

LAWS 6600 Semester Abroad Amsterdam (0-14)

Law study abroad in Amsterdam.

LAWS 6610 Semester Abroad Netherlands (0-14)

Law study abroad in The Netherlands.

LAWS 6620 Semester Abroad - Barcelona (0-14)

Law study abroad in Spain.

LAWS 6630 Semester Abroad - Colombia (0-14)

Law study abroad in Colombia.

LAWS 6640 Semester Abroad China (0-14)

Law study abroad in China.

LAWS 6650 Semester Abroad Switzerland (0-14)

Law study abroad in Switzerland.

LAWS 6651 Semester Abroad Sweden (0-14)

Law study abroad in Sweden.

LAWS 6660 Semester Abroad Italy (0-14)**LAWS 6670 Semester Abroad Denmark (0-14)****LAWS 6680 Semester Abroad Mexico (0-14)****LAWS 6690 Semester Abroad Spain (0-14)****LAWS 7990 Law Research (0)**

Special research topics for visiting scholars. Course may be repeated unlimited times for credit.

Course Limit: 99**LAWS 9220 Law Transfer Elective (1-20)**

Law transfer coursework. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99**LAWS 9230 Law Transfer Elective (1-20)**

Law transfer coursework. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99**LAWS 9240 Law Transfer Elective (1-20)**

Law transfer coursework. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99**LAWS 9250 Law Transfer Elective (1-20)**

Law transfer coursework.

LAWS 9400 Law Externship Seminar (1)

One-credit, graded co-requisite seminar component for the Law externships.

Course Limit: 1**LAWS 9500 Law ESL Program (0)**

English as a second language for Law students.

LAWS 9600 Law Study Abroad (0-14)

Law Exchange Student Study Abroad.

LAWS 9990 Dissertation Research (0)

Research topics for Law SJD students. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Law Summer Program in Germany (LGER)

LGER 1000 Law - Summer In Germany (0)

Law summer abroad in Berlin, Germany.

LGER 4610 Int'l Negotiation & Mediation (3)

The Berlin Summer Program in Intercultural Negotiation and Mediation is a joint venture between Tulane Law School in New Orleans and Humboldt University in Berlin. 2020 marks the 22nd consecutive year that the program is being offered. The four-week curriculum consists of lectures, Q+A sessions and role-play exercises that cover both theory and practice of negotiation and mediation. An experienced team of academic experts and practitioners from the United States, Germany and Israel provides a sound introduction to the principles and techniques of ADR and highlights the special challenges of conflict resolution in an intercultural setting. A special unit will focus on online negotiation. Optional components feature the mediation of political conflicts (post-conflict/peace negotiations and conflicts over employment and pension rights) as well as virtual excursions to Germany and the European Union. Successful participants receive three credits of experiential learning as well as certificates in negotiation and mediation. The entire Program is conducted online via Zoom (Mondays, Wednesdays and Fridays). Participants will move from common events (general lectures) to small groups (exercises). The language of instruction is English.

Law Upperclass Electives (2) (2LAW)

2LAW 2070 Business Enterprises (4)

This four-credit course will cover the legal architecture of certain business enterprises (including partnerships, corporations, and limited liability companies), how business enterprises are financed, how control and managerial authority are allocated within a business enterprise, and the scope of the fiduciary duties owed to a business enterprise and its owners in routine and fundamental transactions. This course will also cover aspects of federal securities law affecting the governance of business enterprises, including antifraud rules and insider trading.

2LAW 2110 Civil Law Property II (3)

This course covers institutions of property law not covered in the first-year Civil Law Property course. It includes analysis of the notion, function, and structure of real rights in civil law jurisdictions; actions for the protection of the ownership and possession of movables and immovables; boundary actions; dismemberments of ownership, such as personal servitudes (usufruct, habitation, rights of use), predial servitudes, and building restrictions in subdivision developments.

2LAW 2300 Con Crim Pro:Investigatn (3)

This is a constitutional law course focusing on those aspects of the Bill of Rights that apply to the rights of suspects and defendants in the investigative phases of the criminal justice system. Specifically, we will be studying United States Supreme Court case law interpreting the Fourth, Fifth and Sixth Amendments. The course is recommended for the Juvenile Law Clinic and is one of the recommended courses for the Criminal Litigation Clinic.

2LAW 2400 Evidence (3)

The focus of this course is on the law and policy considerations surrounding the proof of facts (and law) in judicial proceedings. We will be studying the Federal Rules of Evidence, as most states have adopted these rules wholesale or in large part. We will cover issues of relevance and of reliability, the two main concerns of the Rules.

2LAW 2530 Income Taxation (3)

Practicing lawyers, regardless of their area of expertise, need a basic understanding of federal income tax because this tax affects so much of modern American life. This course covers the fundamentals of federal income taxation of individuals. It provides a basic understanding of the structure and vocabulary of the tax statute and of the relationship of the statute to regulations, other administrative pronouncements, and case law. The course introduces students to key concepts and issues in individual federal taxation such as the taxable unit, rate structure, the definition of income, capital recovery, the difference between a deduction and a credit, and the treatment of capital gains. Through the use of the problem method, the course develops the critical skills necessary to read and analyze any statutory language.

2LAW 2750 Obligations II (3)

This is a continuation course building upon the general principles developed in Obligations I. Its focus is a detailed study of sale and (to a lesser extent) lease, the most important nominate contracts in the Civil Code. Where appropriate, comparisons are made between the UCC and the French and Louisiana Civil Codes.

2LAW 2800 Legal Profession (3)

This course introduces students to the roles of lawyers in society, the nature and structure of the legal profession, the rules of ethics, fundamental concerns and dilemmas of lawyers engaged in the practice of law. The course seeks to make students aware of their ethical responsibilities, both as members of society and members of the legal profession. This course must be taken prior to both as members of society and members of the legal graduation

Law Upperclass Electives (3) (3LAW)

3LAW 3110 Civil Lit:Strategy&Pract (2)

This course will provide the student with a realistic understanding and appreciation of handling litigation matters in private or corporate practice and the type of work and situations they can expect to deal with on a daily basis. The course will provide a practical application of how to take a lawsuit from the initial client contact through trial and appeal. Students will discuss and prepare pleadings, including Complaints/Petitions, Discovery Requests and Responses, Motions, and Judgments, and will be provided with a practical understanding of what is expected of them by judges and how the rules of civil procedure are applied in the real world. The course will be taught by Robert L. Redfearn, Jr. a partner with Simon, Peragine, Smith & Redfearn, L.L.P. Because of the substantial overlap in content, students enrolled in Civil Litigation: Strategy & Practical Skills may not enroll in the Pre-trial Civil Litigation Winter Intersession.

3LAW 3130 Coml Law-Civil Sec Rghts (3)

This is a course in credit transactions under the civil law of Louisiana. Topics include suretyship and secured transactions as to movables and immovables. Article 9 of the Louisiana version of the Uniform Commercial Code is considered, together with mortgages on immovables, and codal and statutory privileges. Problems of ranking or priorities are studied.

3LAW 3200 Contract Drafting (2,3)

This course introduces students to the principles, processes and techniques for drafting business contracts. Students will learn how transactional lawyers translate a business deal into contract provisions. Students will draft commercial agreements with a focus on managing risk, minimizing ambiguity, drafting with clarity, using contemporary commercial drafting techniques, and solving problems through effective drafting. Students will also learn to read, review and analyze contracts with an eye toward both legal and business risk issues. The course is presented through a combination of lecture, drafting and editing assignments, and in-class exercises. Students draft sample contract provisions, draft contracts from scratch, analyze term sheets, and review and revise contracts. Grades will be based upon drafting and editing assignments, participation in in-class exercises, and good faith completion of ungraded assignments.

3LAW 3210 Coml Law-Secured Trans (3)

This course deals in depth with the creation and perfection of security interests in personal property, priority of claims, and remedies upon debtors' default under Article 9 of the Uniform Commercial Code. In addition to full coverage of Article 9, the potential risks of the secured creditor under the Federal Bankruptcy Code are considered. Substantial consideration is given to the policies and commercial equities which underlie doctrine in this area of law.

3LAW 3280 Com'L Law-Bankruptcy I (3)

After a brief study of individual debt collection under state law, this course will focus on federal bankruptcy law. It will provide an overview of fundamental aspects of consumer and business bankruptcy law and practice. It will also explore a number of current and ongoing policy debates related to bankruptcy law. Thus, the course should be of interest to students who expect to be involved in the practice of bankruptcy law as well as any students who wish to explore broader themes related to economics, financial markets, politics, legislative process, and public policy.

3LAW 3350 Common Law Trusts & Ests (3)

This course examines the law governing the transmission of property at the owner's death. Topics emphasized are intestate succession; the substantive and formal requirements for the validity of will; interpretation of wills; the creation of private trusts; the nature of the beneficiary's interest in a trust.

3LAW 3370 Comparative Law in Action (1,2)

This course highlights the fact that large areas of national law are influenced (and sometimes even driven) by developments outside our country's borders, and that 'local' legal practice will often require lawyers to engage with foreign and/or international law – or to apply comparative legal techniques – in their daily work. The focus is very much on the practical application of foreign/comparative/international law in areas such as contract law, torts, constitutional law, human rights protection, public international law, environmental law, development, employment law, criminal law, or economic regulation. The course is based on a background hypothetical involving a U.S. company which seeks to expand its operations – both in terms of production, distribution and administration – to various foreign markets across the globe and/or import to and sell foreign goods in the U.S. Week by week, different legal questions and difficulties arise. These will touch on, e.g., contractual issues, products liability, employment law, environmental regulation, taxation, health and safety (consumer protection), or conflicts of law. International treaties such as TRIPS might also come into play. In one of the two weekly classes the instructor will set out the (new) facts and discuss the core aspects of the relevant area of law. Students will then be asked to research the issues raised in the hypothetical (individually or in groups) and to present in the second weekly meeting their substantive findings as well as any practical difficulties they encountered in the course of their work (language barriers, access to foreign legal materials, or possible non-legal trade-offs between the advantages and problems that foreign jurisdictions might offer or pose in a particular field). The assignment will always require the production of a concise legal memorandum that sets out the issues and possible solutions, and suggests a way forward for the client company. Students should expect a few surprises (such as sudden changes of the situation 24 hours prior to the deadline for completion of the memorandum) and be prepared to present their work in a professional format (both orally and in writing). Successful completion of the course will require submission of the entire portfolio of assignments. Assessment is based on a three-hour final exam. The course will start off with an introduction to comparative methodology, research methods, and an explanation of the background hypothetical, cover 5 distinct problems in selected areas of the law, and close with a final debriefing/review. Students will receive a course package with selected texts about comparative methodology and, in preparation for each problem, substantive background reading that covers the relevant legal topic. The weekly handouts that set out the (developing) narrative of the hypothetical and research assignments may contain additional specific materials such as model contracts, newspaper clippings, or traditional references to cases, statutes, international treaties and legal articles or book chapters.

3LAW 3380 Community Property (2)

This course is a comparative study of marital property regimes that involve the distinction between the separate and community property of spouses. The course examines the law of the eight community property states and Wisconsin, which has a version of community property based on the Uniform Marital Property Act. Special attention will be given to Louisiana law.

3LAW 3400 Conflict of Laws (3)

This course explores how courts in the United States determine the governing rules and doctrines in cases that implicate the laws of more than one jurisdiction. Students will learn the various approaches courts take to resolving conflicts of law when they arise, including the historical and theoretical foundations for those approaches.

3LAW 3450 Family Law: Civil & Common (3)

This course is a study of the formation, rights and obligations in formal and informal family relationships, and the breakdown of marriage and its incidents such as nullity of marriage, divorce, division of property, support, and custody. The course will treat the family law of both the civil law and common law jurisdictions of the United States.

3LAW 3460 Employment Law (3)

The employment relationship serves an important role in structuring the lives of most adults in the United States. Employment provides wages, and often, a slew of benefits including health care and retirement pensions. It also provides a sense of stability and routine, and can even serve as the foundation of our identities. Legal disputes about the employment relationship occupy a significant segment of the legal market and consume a significant proportion of legal resources. This course offers students an overview of the important legal issues that are raised in the context of the employment relationship. It examines the law governing the employment relationship, including the establishment and termination of that relationship. The course will discuss employment issues, such as contractual employment agreements, wrongful discharge, regulation of wage and hour laws (FLSA), leave (e.g., FMLA), safety (OSHA and workers comp), unemployment insurance, privacy and freedom of speech, intellectual property issues (such as R&D ownership, trade secrets and noncompetition clauses), the developing concept of unjust discharge, and regulations providing protection of retirement benefits. Throughout the course, students will be able to deepen their study of contract law, torts, and statutory and regulatory processes through the context of the law of the work. The course does not cover either Employment Discrimination or Labor Law, both of which are offered as separate courses.

3LAW 3490 E-Discovery (2)

Modern discovery increasingly concerns the production and retrieval of information that is electronically stored in computer systems, email, text messages, social media, cloud applications, and varying other methods. This course will focus on the new issues, rules, and practices involving the application of e-discovery, digital evidence, and computer forensics. It will explore not only the application of the federal rules of civil procedure and evidence to electronic discovery but also the appropriate handling and treatment of electronically stored information in the litigation process. The course is taught by the Hon. Karen Wells Roby, Chief Magistrate Judge, U.S. District Court for the Eastern District of Louisiana, and Lynn M. Luker, Of Counsel at Stanley, Reuter, Ross, Thornton & Alford.

3LAW 3495 Info Technology for Lawyers (2)

The trial lawyer's craft lies in marshaling the evidence that enables the parties to weigh the risks and benefits of litigation and the court and jury to determine the facts and resolve disputes. Evidence is information; and, apart from testimony, nearly all information is created, collected, communicated and stored electronically. Thus, the ability to identify, preserve, interpret, assess, authenticate and challenge electronically stored information (ESI) is crucial advocacy skill. Students will explore information technology (IT) and digital evidence through the lens of trial practice. You will learn the language of IT and acquire hands-on training in the tools of ESI and computer forensics. We will explore information management and storage and the Maria forms ESI occupies as it bears on emerging standards of lawyer competency. You will cover challenges of acquisition, authenticity and admissibility unique to modern digital evidence. This course will be taught by Craig Ball, a trial attorney and consultant in computer forensics and e-discovery.

3LAW 3500 Federal Courts (3)

Federal courts occupy a strategic place at the crossroads of the foundational constitutional principles of separation of powers, federalism, and individual rights. This course examines the constitutional and statutory power of federal courts from that vantage point. Topics planned for the course include case-or-controversy and justiciability limitations on the federal judicial power (with an emphasis on standing doctrine), congressional power to control the jurisdiction of the Supreme Court and lower federal courts, the role of state courts in the enforcement of federal rights, state sovereign immunity under the Eleventh Amendment, and abstention doctrine.

3LAW 3510 Federal Prac&Proc:Appeal (2)

This course covers the Federal Rules of Appellate Procedure and their application in litigation before the federal courts. Substantive topics may include, but are not limited to: post-trial motions preparatory to appeal, perfecting an appeal, standards of review, drafting of briefs, presentation of oral argument, and post-argument petitions. The course includes an experiential learning component of writing a brief and presenting oral argument. The course will be taught by Deborah Pearce-Reggio, a 1993 graduate of Tulane Law School. Final grades will be based on the brief and oral argument, with potential extra points to be earned through small written/oral exercises relevant to appeals. Professor Pearce plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism. Students who have taken Advanced Appellate Advocacy may not register for this class.

3LAW 3520 Gov't Contract Law in 21st Cen (2)

This is a two-hour weekly class survey course in lecture and/or seminar format of the many issues involved in federal contract law, not contract law in general. Federal procurements boast of a multi-hundred billion \$ marketplace annually. State run procurements often are modeled after the federal sector and add to this value. Bid protests, contract changes, special clauses in the Federal Acquisition Regulation, False Claim Act, contract terminations, and claims are covered. Class attendance and participation (10%) are required. Normally, a take-home exam option is used for final grading (90%). Tulane and Loyola students are invited to register. Course site this semester to be announced.

3LAW 3530 Dignity and Belonging (3)

There are about 12 million people around the world who are de jure stateless or who are at risk of being stateless. A stateless person is defined as one "who is not considered as a national by any State under the operation of its laws." One of the consequences of statelessness is the lack of a place to belong and the loss of protection that comes with belonging. In a world of states where everyone is supposed to belong to one or another nation-state, the stateless becomes the "extra," the surplus product of the international order of states. This seminar focuses on the condition of the statelessness to explore the general issue of what it means to belong and the consequences of being denied the opportunity (or the right) to so belong. Using interdisciplinary material (law, political theory, geography and sociology) the seminar will provide the opportunity: to examine the conditions that lead to statelessness, to assess the existing national and international responses that are meant to deal with statelessness, and to explore alternative ways in which belonging could be conceived so that incidences of statelessness are minimized. The seminar will explore the dignity that membership provides through a close study of its opposite, the indignity of displacement and statelessness.

3LAW 3560 Gift & Estate Tax Planning (3)

The course focuses on techniques for the transmission of wealth to a person's successors with emphasis on methods of minimizing federal estate, gift, and generation-skipping taxes under the Internal Revenue Code. Appropriate consideration is also given to the federal income tax consequences of wealth transfer transactions. Both inter vivos and testamentary planning techniques are covered, as is the use of trusts to meet estate-planning objectives. Other topics include the valuation of property included in the transfer tax base, transfers to minors, life insurance planning, planning for jointly-held property and community property, charitable gifts and bequests, retirement benefits planning, and deductions (particularly the marital deduction) from transfer taxes. The basic course in income tax is not required, but is a desirable preparation. The course is taught by Kenneth Weiss, a board certified specialist in both taxation and estate planning.

3LAW 3640 Louisiana Civil Procedure (2)

The objective of this course is to provide a basic and practical knowledge of the Louisiana Code of Civil Procedure necessary to successfully pass the Louisiana Civil Procedure section of the Louisiana State Bar Exam, as well as to draft pleadings and litigate in Louisiana state trial and appellate courts. This course will emphasize practical skills training, in conjunction with theory, and when possible use examples of pleadings, memoranda, briefs and jurisprudential authorities that focus on Louisiana Civil Procedure Law. When practical, students will be exposed to the application of certain provisions of the Code through experiential learning, by viewing one or two rule days at Civil District Court for the Parish of Orleans. Upon completion of this course, students will have a thorough working knowledge of Louisiana Civil Procedure, as well as be trained to handle all aspects of civil litigation. This course will be taught by the Hon. Regina Bartholomew Woods, Louisiana Fourth Circuit Court of Appeal. (2 Credits)

3LAW 3650 Legl Aspect Int'l Monetary Sys (2)

This seminar will explore current issues in international monetary law and related legal topics. It will focus primarily on the International Monetary Fund and its evolving role in international monetary law, global governance domestic law reform and economic development. Among other things, the seminar will cover the history of the Fund, its internal governance, its surveillance of member states' obligations under the Fund's articles, its lending facilities and practices, and the technical assistance it provides sovereign states. Particular attention will be given to legal and practical issues related to the Fund's role in addressing the ongoing economic and financial fallout from the Covid pandemic and from Russia's attack on Ukraine.

3LAW 3660 Legal Writing for Lay Audience (3)

Lawyers routinely communicate with audiences who are not trained in law, including clients and prospective clients and other target audiences through public advocacy, media commentary, and marketing. This rigorous writing course will introduce students to the fundamentals of effective, accessible writing about legal topics for such audiences (writing that can also ultimately help better legal memoranda and briefs). Students will research, write, and share both short and longer essays and other written work on legal topics geared mostly toward a general audience; students will also learn to present such work to prospective clients in client presentations and broadcast interviews. By the end of the seminar, each student will produce a long-form magazine article about a law-related subject ready to submit to a bar magazine in the jurisdiction of his or her choice. This seminar does not qualify for the upper-level writing requirement.

3LAW 3680 Solo Practice (2)

Solo and small firm practice is the most common organizational form in the legal profession today. This course will focus on the essential elements of forming and operating a small firm or solo law practice. Although many of the topics covered in this course could be translated into law practice skills in general, the course will give particular emphasis to those issues that are frequently encountered by solo and small firm practitioners, including setting up a law practice; developing business; hiring, managing, and effectively using support staff; financial planning, billing, and fee management; issues of ethics and professionalism; leveling the playing field through practice skills and management; and many others. Students will be graded on a P/C/F basis and will be assessed on quality of their involvement and participation in both individual and group exercises. Students will also be evaluated on the quality of their critiques of fellow students' performance. There will not be a final exam in this course. Attendance and participation are required. The course is primarily geared toward 3L students who will be given preference. 2L students may be accepted, with permission of the professor, provided they have taken or are enrolled in legal ethics.

3LAW 3690 Successions Donations Trusts (4)

A course in the Louisiana civil law governing the transfer of property by inheritance, testament or gift during life. Topics include rules of inheritance, rights of surviving spouses, acceptance and administration of successions; collation and partition; the making of wills, kinds of legacies, and forced heirship limitations on gratuitous dispositions. The course also considers the Louisiana Trust Code's provisions concerning the creation, modification, and termination of trusts; limitations on dispositive provisions; and the powers and responsibilities of trustees.

3LAW 3770 Oil and Gas (2)

This course covers the law relating to oil and gas exploration, development, and production. The class will largely focus on issues related to oil and gas leases but will also cover the nature and classification of other mineral rights and related issues. The course will include common law doctrines as well as certain Louisiana law concepts. The course will be taught by Aimee Hebert, a partner in the law firm Kelly, Hart & Pitre.

3LAW 3830 Protect of Cultural Property (3)

Notwithstanding the critical role cultural heritage plays in forming our national and ethnic identities, and in inspiring us as civilizations, protecting it has never been a legal priority. Through an examination of the legal history of cultural property, this seminar will attempt to explain why that has been the case, and what is now being done to change that historical trajectory. The seminar will focus on the relevant international conventions, and on significant actions by the European Union and Arab League, along with those federal laws of the United States that seek to preserve and protect different forms of cultural property. In addition, selected state and local laws and cases will be addressed, as part of a discussion of the efforts (and accompanying litigation) that have been made in New Orleans to protect the city's unique art, architecture, and traditions. Each student will be required to select a paper topic, one that directly relates to a cultural property issue arising from his or her location - e.g., a student located in New York City will be required to write about a "New York" cultural property issue. In addition to writing the paper required for 3 credits, students will be required to give a 15 minute in-class presentation regarding their paper. The course will be co-taught by Prof. Herbert Larson and Ms. Terressa Davis, who is the executive director of the Antiquities Coalition.

3LAW 3900 Empirical Legal Methodologies (2)

Statistics are playing an increasing role in court decisions, public policy regulations, and legal scholarship. This course provides and understanding of the most common statistical methods and examples of the use of those methods by courts, administrative agencies, and scholars. Students are not expected to come to class with any knowledge of these methods or mathematic expertise, but will leave with the understanding of them and their role in legal analysis.

3LAW 3920 Tax - Adv Corporate Tax (2,3)

The course will use a transactional approach to examine the corporate tax law issues associated with business operations and acquisitions. Major topics include spin-offs, taxable acquisitions, reorganizations, consolidated returns, tax attributes, contributions, distributions, redemptions, and liquidations. Some partnership, international, and tax procedure issues will also be discussed. There will be assigned readings for each class (generally cases, rulings, articles, and brief passages from the treatises). Class will consist of a short lecture followed by a discussion of problems. Students will be evaluated on the basis of class participation (in the form of a half-page to full-page memorandum on an assigned issue with a brief oral explanation to the class), two short writing assignments, and a final writing assignment. This course will be taught by Joseph Henderson, Senior Vice President and General Tax Counsel, Entergy Corporation.

3LAW 3960 Taxation of Business Entities (3)

The course covers federal income taxation of C corporations, S corporations, partnerships, and limited liability companies ("LLCs") and the holders of ownership interests in such entities, including the federal income tax consequences of operations; contributions of capital to the entity; distributions by the entity; and acquisitions, dispositions, and rearrangements of the entity. The course also will address choice of entity considerations under the new tax law. Prerequisite or Co-requisite: Federal Income Taxation.

Law Upperclass Electives (4) (4LAW)

4LAW 4010 Deposition Pract. & Procedure (2)

This is a skills course focused on depositions. While the course centers on basic and advanced skills in preparing for, taking, and defending depositions, its focus is broader. It begins by placing depositions in the context of formal pretrial discovery, and ends with the use of depositions in pretrial motions, negotiation and at trial. Skills exercises will include both oral and written advocacy skills relevant to this important portion of civil litigation. While most civil cases filed in federal or state court are resolved before final adjudication, all practicing attorneys will have to take depositions in order to learn what evidence they must meet at trial, or alternatively use case evaluation for settlement negotiations or mediation. The information obtained in a deposition will allow an attorney to intelligently evaluate the case and competently advise their clients. The course begins with the role of depositions in the larger discovery process, preparation, developing a theme, and the mechanics of the deposition process and procedure, including questioning techniques. More advanced topics will include the expert deposition, use of expert depositions to make effective Daubert challenges, taking and defending corporate depositions, and the use of depositions in pretrial practice including Daubert challenges and summary judgment motions.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student', 3LAW 3110 or LAWS 6010.

4LAW 4040 Advanced Persuasive Writing (2)

This course combines theory and practicality to cover advanced strategies in persuasive writing and build upon the instruction provided in Legal Research and Writing. The theoretical aspect of the course will focus on principles of persuasion drawn from several disciplines, such as classical rhetoric, cognitive psychology, linguistics, and literary theory. Topics studied may include the rhetorical foundations of legal persuasion and credibility; the role of stock structures, visual imagery, and literary or cultural allusions in legal analysis and argument; leveraging storytelling and narrative coherence; and using document design and other visual techniques persuasively. The practical aspect of the course will involve the application of the covered principles to litigation-oriented documents. Students will analyze the persuasiveness of various examples of attorney communications, such as briefs, letters, and judicial opinions, and create their own versions of these documents that incorporate the principles we discuss. Thus, students will learn a number of strategies and techniques, and practice implementing them, to become more persuasive writers. The course will involve a combination of lecture, discussion, in-class exercises and workshops, and individual student-teacher conferences outside of class. Grades will be based on several writing and editing assignments of various length, as well as students' participation in class discussions and fulfillment of course requirements. There will be no final exam.

4LAW 4060 Administrative Law (3)

The course explores the history, present status and nature of administrative agencies. The main emphasis is placed on administrative procedure, contrasting it with the judicial process, as well as constitutional limits on administrative action and the due process rights of persons who are adversely affected by agency action. Topics covered include: delegation of powers, the law of judicial review of agency actions, and procedural requirements of administrative rulemaking and adjudication. (3 credits)

4LAW 4070 Art/Culture Law (2-3)

This course will look at all of the main issues surrounding art, cultural heritage, and current contemporary user-generated culture. We will look at Holocaust-era related art crimes; the life of the artist and legal issues; museums, dealers, and collectors; First Amendment issues related to art; moral rights; indigenous cultures and cultural preservation; who owns the past within an international context; and the creation of user-generated culture in our current Internet world. This class focuses on visual arts, but in many cases applies to all cultural works, particularly in our multi-media world. The seminar will produce a collection of essays that will be published as a book, (II)Legal Art: A Handbook. Students will each write a chapter for the book. Because of the nature of the course, students must be good at deadlines and working with others. We will potentially be working with local artists as part of the experience. Students will be graded on their paper, but also should make a commitment to make revisions to their post-graded paper as part of the book as we get further in the process of publication, even if this occurs after graduation. This may be up to a year or more in the future. While this latter time commitment is not great, it still is an integral part of the experience. IP Survey is a required pre-requisite. If you have not taken IP Survey, but feel that you have other qualifications that might benefit the class, please indicate this on your seminar application. This seminar may be taken to satisfy the upper-class writing requirement.

4LAW 4080 Advanced Appellate Advocacy (2)

The course is designed to further develop the skills learned in Legal Research and Writing and to provide 2Ls and 3Ls with the opportunity to draft an appellate brief and present an oral argument. The course focuses on appellate theory, standard of review, advanced appellate brief writing, and the art of appellate oral argument. Students will be assigned to act as either Appellants or Appellees and will write a brief from a shortened record. While focusing on the Federal Rules of Appellate Procedure, the course will also survey certain differences in Louisiana state appellate practice. Students will also prepare, practice and deliver a full oral argument. This course will be co-taught by James Garner, a co-managing member of Sher Garner Cahill Richter Klein & Hilber, L.L.C.; the Hon. Scott Cichton, Associate Justice of the Supreme Court of Louisiana; and Stuart Kottle, an associate with Sher Garner Cahill Richter Klein & Hilbert, L.L.C.

4LAW 4090 Arbitration Law (3)

Arbitration is an increasingly popular method of resolving civil disputes, including employment, securities regulation, construction, and insurance disputes. Although arbitration is the result of an agreement between the parties, a developing legal regime governs the use of arbitration and the enforcement of arbitration awards. Federal and state laws such as the Federal Arbitration Act govern what disputes are covered by an arbitration agreement, when arbitration is prohibited, and whether a court can review the award. This course provides an overview of those laws and the court decisions interpreting them so that the students understand an area of law that they are likely to encounter early on in their varied careers.

4LAW 4100 Written Discovery (2)

This experiential course will focus on the knowledge and skills required to manage and execute written discovery. Effective discovery requires identifying and understanding the legal principles and detailed facts of a client's case; crafting a theme and trial plan; and using this information to conduct discovery in a manner that maximizes a case's strengths and accommodates its weaknesses. Students will participate in exercises designed to simulate the experience of an attorney charged with responsibility for written discovery. Topics will include preliminary cases assessment; articulation of a case's themes; initial disclosures; discovery conferences and scheduling orders; drafting and responding to requests for production, interrogatories, and requests for admission; privilege and work production protects; protective orders and common interest agreement; written expert discovery; meet-and-confer letter; and motions to compel. The course will be taught by Eva Dossier a member of the firm Stanley, Reuter, Ross, Thornton & Alford, L.L.C.

4LAW 4120 Complex Litigation (2)

This is an advanced civil procedure course focusing on a number of important aspects of civil procedure which are only superficially considered in the first year. It is useful for anyone interested in litigation or practice involving multi-party transactions such as antitrust, securities, product liability, mass torts, consumer litigation and employment rights. The procedures considered include: joinder of parties and structure of law suits in complicated multi-party suits; duplicative litigation and use of stay orders, injunctions, consolidation, and transfer to the Multi District Panel; res judicata; class actions; discovery and trial in complex cases; settlement, and attorneys' fees.

4LAW 4140 Law and Time (2)

What is the relationship of how disciplines think about time and how understands time? Why are copyrights for the life of the author plus seventy years? Why are statute of limitations 2, 3, 4 years? time rewards. Time punishes. Time acts as a barrier for redress. Time signals an equitable solution. Lawyers are paid by their time. Think of industrial time, biological time, and legal time. What does law's relationship to time tell us about the laws themselves? how do we understand time and the law? This seminar will investigate the concept of time across disciplines, and then students will choose a part of the law to investigate and apply concepts of time, whether the area of law is overtly about time or an example of law that is missing a time component.

4LAW 4160 Con Crim Pro:Adjudication (3)

The course will examine constitutional procedural and litigation issues from the commencement of a criminal case through conviction (or acquittal), appeal, and post-conviction relief options. Students will be asked to think critically about the goals of criminal procedure and about whether our legal system effectively serves those goals. The course primarily addresses Sixth Amendment issues.

4LAW 4200 Animal Law (2)

This survey course will provide an overview of the evolution of animal law and the breadth of issues encompassed by this rapidly developing field of law. At the same time, the course will afford the opportunity for in-depth deliberation of the salient issues in current animal law litigation, including in Louisiana. Because animal law necessarily implicates virtually every field of law, including constitutional law, property law, criminal law, and torts, students must develop and apply their knowledge of these other fields in class discussions. Students will also be expected to understand and apply basic principles of administrative law introduced in the course.

4LAW 4270 Business Planning (2,3)

What do transactional lawyers do and how do they do it? The course focuses on the lawyer's role as an advisor to a privately-owned start-up company and its owners. We will explore how legal issues and business objectives overlap, the role played by the transactional lawyer in the transaction and soft skills such as client relations/communications and co-worker relationships. This course will examine the life cycle of a hypothetical company, focusing on sample transactions from three major stages of the company's life cycle: choice of entity, formation and obtaining capital; ongoing operations; and exiting or sale of the company. Much of the class work will involve working in teams simulating an actual transactional practice. Using hypothetical business scenarios and actual deal documents, students will represent the company, its owners, or third parties and will analyze, structure and negotiate selected deal components, and, on a limited basis, draft portions of the relevant deal documents. This capstone course is designed to broaden the student's knowledge in a number of substantive areas, help students learn to focus on a client's business objectives rather than just addressing legal issues, and to begin the process of bridging the gap between law school and practice. The course will be taught by John Herbert, outside general counsel of a Houston-based energy company and formerly a division general counsel of a Fortune 30 energy corporation. Business Enterprises is a prerequisite. Grades will be based on periodic written team and individual exercises, a personal journal, and a final written project. There will be no final exam.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2070.

4LAW 4280 Antitrust (3)

This course will examine the basic antitrust statutes, Sections 1 and 2 of the Sherman Act, Sections 3 and 7 of the Clayton Act, Section 5 of the Federal Trade Commission Act, and the Robinson Patman Act. The course will focus on the objectives of antitrust law, the concepts of market power and market definition, monopolization, horizontal and vertical restraints, mergers, the use of the per se rule and the rule of reason, price discrimination, and commercial bribery. Professor Feldman plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism. Note: Antitrust may not be offered during the 2019-2020 academic year.

4LAW 4285 Antitrust in College Sports (2)

This course examines a number of the key legal issues facing college athletics today, including the battle over athlete compensation and the rapid development of name, image, and likeness rights for college athletes. This course focuses on the ways antitrust and labor laws have shaped many aspects of college sports and continue to play a significant role in the development and future of the National Collegiate Athletic Association (NCAA) and college athletics. The course will examine the impact of antitrust and labor law on television contracts, college athlete compensation, coaching salaries, eligibility restrictions, and a number of other facets of the collegiate model. The course will also feature a number of guest lectures from lawyers, executives, and administrators in the college sports industry. There are no prerequisites for this course. Students who have taken or plan to take Sports Law: Antitrust & Labor may enroll in this course. This course does not count toward the Sports Law certificate. The course will be graded on the basis of a take-home examination.

4LAW 4310 Bioethics (2)

Bioethics is the multidisciplinary study of ethical and legal issues that emerge with advancements in medicine. Students will learn about bioethics from a historical perspective as well as its application today. The course will address concepts including patient rights, maternal-fetal conflict, right to life, right to die, and control and regulation of medical resources. The course will teach students to recognize and analyze conflicts which arise between medical professionals, patients, the government and private business interests, according to accepted bioethical frameworks. The course is taught by Kathy Rito, Esq., Special Counsel at Jones Walker LLP.

4LAW 4360 Civil Law Seminar (2-3)

This Seminar covers selected civil law institutions with emphasis on the laws of property, obligations, community property, and successions. It also covers the subjects of civilian methodology, techniques of codification, and the modern history of the civil law. The Seminar is designed to sum up student experience in the civilian tradition. Louisiana law is studied in comparison with the common law of sister states and the laws of European countries. Doctrinal study is applied to the resolution of legal issues in contemporary practice. There is no final examination. Students are graded in light of class participation and their ability to produce an original research paper on a civil law topic. Students are required to have taken at least one civil law course (e.g., Property, Obligations I or II).

4LAW 4380 Civil Law Torts:Selected Issue (2)

This course will focus primarily on Louisiana's unique tort law, utilizing the Louisiana Civil Code, current Louisiana cases and statutes. Some of these concepts will be compared to common law torts. Subjects likely to be covered during the semester are duty-risk, intentional torts, damages, defenses, wrongful death, contribution and indemnification, vicarious liability, absolute liability, strict liability, products liability, liability of owners/lessors and occupiers of land, and professional malpractice (medical and legal) and prescription. (2 Credits)

4LAW 4410 Contemp Issues in Legal Ethics (2)

This course is designed around the fundamental premise that the subject of professional responsibility and its intersection with an individual's personal moral and ethical code is the single most relevant consideration to a future career as a member of the bar. The course will explore ethical problems and dilemmas that modern lawyers face from day one of practice. It is critical that lawyers be alert to spotting these issues when they arise and be educated in the methods of resolving them and prepared to handle them. Rather than a straightforward discussion of the Model Rules, the course will be an in-depth examination of contemporary issues that affect modern legal practice, including the development of a professional identity in an adversarial system, ethical issues in alternative dispute resolution, the use (and misuse and failure to use) social media and other technology, and the ethical implications of innovation in the law. The course will be co-taught by the Hon. Scott Crichton, Associate Justice of the Supreme Court of Louisiana; James Garner, a co-managing member of Sher Garner Cahill Richter Klein & Hilbert, L.L.C.; and Sarah Rubin Cohen. This course is limited to third year students. This course does not satisfy the Legal Profession requirement, and Legal Profession is a prerequisite for this course.

4LAW 4450 Com'L Law-Adv Bankruptcy (3)

Through a lens examining the philosophy, principles, and policies underlying business reorganizations, this course will provide a practical look at the path a financially distressed enterprise can take, from filing to confirmation of a plan of reorganization under chapter 11, conversion to chapter 7, or dismissal. The following topics, among others, will be covered: good-faith filing and venue; retention and compensation of professionals; the extent of the court's equitable powers; use, sale, and lease of the debtor's property; successor liability; post-petition financing; the absolute priority rule; involuntary imposition of a reorganization upon creditors and shareholders; claims allowance; and the role of debtors, professionals, creditors, officers, directors, and trustees in the context of corporate restructuring. Grades will be based on draft pleadings and mock arguments for hypothetical clients at each stage. This course will be taught by the Hon. Meredith Grabill (Bankruptcy Judge, U.S. District Court for the Eastern District of Louisiana) and Mark Mintz (Jones Walker LLP).

4LAW 4460 Env'L Law:Comparative (3)

This course treats the rising phenomenon of environmental law around the world, not through international accords (the subject of other courses) but through national approaches to common issues including: impact assessment, judicial review, land use, toxins and wildlife species. The class will be graded on the basis of student participation (including TWEN), and on selected research projects leading to discussions and papers at the end of the course. Introductory in nature, prior or concurrent classes in the field are useful but not required. (3 Credits)

4LAW 4540 Compar Constitutional Law (2)

This course provides a comparative survey of influential contemporary constitutions including those of the United Kingdom, France, Germany, and South Africa. Following an introduction to comparative methodology and the functions of comparative law, especially in the legislative and judicial spheres, the class focuses on a shortlist of specific topics. These include the legislative process, bicameralism, the separation of powers, electoral systems, federalism, judicial review, and the protection of human rights. The concept of transnational constitutionalism, the potential and pitfalls of constitutional legal transplants, and the drafting of new constitutions in post-conflict societies such as Iraq, Tunisia or Kenya will also be considered. Students are invited to engage with foreign approaches to these issues through the lens of US case law and constitutional doctrine. The course will be based on a study pack of selected legal materials from the systems under review. Knowledge of foreign languages is not required.

4LAW 4550 Con Law:14th Amendment (3)

This course is designed to cover issues of individual rights under the Fourteenth Amendment that are given only brief treatment in the introductory first-year course. Subjects include equal protection, substantive due process, state action, and Congress's power to enforce the Fourteenth Amendment's guarantees.

4LAW 4560 Comparative Law Seminar: Citizen Access and Judicial Review Environmental Decisions Around the World (1)

This one-credit Seminar provides a unique view of two phenomena that have arisen at the same time around the globe: environmental protection and judicial review. We do this through a single book, *Taking Back Eden*, that describes cases from eight countries as different as the Philippines, Chile and Japan. The second part of the course consists of cases that you will identify, research and present orally to the class. There is no paper required. Grading will be pass-C-fail. The seminar counts as the graduate seminar required for students seeking the LLM in Energy & Environmental Law. Accordingly preference will be granted for students in the LLM program.

4LAW 4590 Constitutional Law Seminar (2-3)

Decisions of the Supreme Court such as *Brown v. Board of Education* and *Roe v. Wade* have inspired extensive debate among academic scholars as to the role of the Supreme Court in our system of government and the proper way to interpret the Constitution. This seminar will provide an in-depth examination of the most important issues in constitutional theory. The main topics to be addressed will be the idea of constitutionalism in the U.S., the justification of judicial review in a representative democracy, and the various theories of constitutional interpretation proposed by scholars. The readings for the course will be extensive, and will represent the wide diversity of opinion present in contemporary theoretical debates.

4LAW 4700 Copyright Law (3)

This course will take an in-depth look at copyright law. Building upon the IP Survey, which is a prerequisite, the course will focus on the advanced and contemporary topics in copyright law, both in a domestic and international context.

4LAW 4701 Copyright & Social Media (3)

The Copyright and Social Media course will cover the key advanced topics in copyright and social media. The course will be hands-on looking at questions that arise in the current climate, working with real-world problems. Students will be writing short papers on assigned topics. This course does not fulfill the writing requirement. Prerequisite: IP Survey.

4LAW 4740 Corporate Finance (3)

This course provides both an introduction to financial economics – e.g., how companies are valued, how investment decisions are made – and advanced coverage of corporation and contract law related to the financing of modern business enterprises. The course will survey the rights and protections that exist for financial stakeholders in the corporate enterprise, including debtholders, preferred shareholders, holders of warrants and rights. Business Enterprises is a pre-requisite or permission of instructor required. Mergers & Acquisitions is also highly recommended.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2070.

4LAW 4770 Corporate Dealmaking (2)

This course will emphasize the practical aspects of advising the public corporation's board of directors in the deal making context of takeovers, proxy contests, shareholder activism, and mergers and acquisitions. The course will introduce students to the laws, theories, and corporate governance systems that underpin the board's decision-making process, as well as the roles and perspectives of other players, including corporate officers, investors, investment bankers, and regulators. Each topic will be addressed in a policy class taught by faculty and a practice class led by distinguished legal practitioners. Grades will be based on attendance, biweekly written analyses of a hypothetical transaction, and a final reflection paper. Business Enterprises is a prerequisite for 2L students and a prerequisite or co-requisite for 3L students. Some course content may overlap with that taught in Mergers & Acquisitions and the Corporate Governance mini-course.

4LAW 4810 Criminal Law, Federal (3)

This course explores major jurisdictional, procedural and substantive issues involved in the enforcement of federal criminal law. Included among the crimes on which the course focuses are mail and wire fraud, drug offenses, banking offenses and money laundering, perjury and obstruction of justice, and RICO. Professor Larson plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 4840 Criminal Practice, Adv (2)

This course explores the various stages of the criminal justice process, e.g. arrest, first appearance, bail hearing, charging process (district attorney, grand jury), arraignment, pre-trial discovery, plea negotiations, and post-trial motions.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2300*.

* May be taken concurrently.

4LAW 4860 Criminal Law, International (3)

The course attempts to examine the political and jurisprudential theories which underlie the rapidly-developing system of international criminal law, together with the actual structure of the system which now exists. The course will address both the "core crimes" of international criminal law, i.e., war crimes, crimes against humanity, genocide, and aggression, as well as those crimes that have become truly international in nature, such as drug trafficking, money laundering, and terrorism. During the semester, the course will cover both threshold issues, e.g., what is "international" criminal law, and general concepts, such as sovereignty and jurisdiction in international criminal matters. In addition, international enforcement and penal mechanisms will be studied, all within the context of those entities that create, implement or enforce international criminal laws, such as the United Nations, the European Union, and the federal courts of the United States. With regard to each such entity, consideration will be given to the political and economic implications of the international aspect of the system, and to the procedural problems created by its trans-national nature. Public International Law is recommended. Professor Larson plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 4870 Cybercrimes (3)

It is a given that law will lag behind the technology of the society in which both are situated. In no field is that more true than cyber crime. As computers moved out of research laboratories and into the houses and pockets of billions of people, that also moved into the hands of persons willing to exploit their unique features for criminal purposes. The speed, anonymity, and networking capabilities of computers, when coupled with the borderless nature of the Internet, make computers the most potent tool for crime ever invented. This course will examine, on a very basic level, the technological structure and operation of computers, the Internet, and the "dark web." It will show how these can be used to commit a wide variety of crimes. Among the offenses that will be studied in depth are: cyber hacking and cyber extortion/blackmail; sex trafficking, pornography, and child pornography; money laundering, and money laundering via cryptocurrencies; and cyber fraud and cyber theft, including theft of data. The substantive law that attempts to combat these offenses, both federal and state, will be reviewed, with particular emphases on the need to further develop that law in light of its manifest inadequacies. Procedural issues unique to cyber crimes, including 4th Amendment issues, will also be considered. The course will conclude by looking at computers as weapons of war, which has been described as the "ultimate crime." The principles of jus in bello will be reviewed in light of the crime of aggression, as adopted by the International Criminal Court (and defined by the Kampala Review Conference). These classes will focus on cyber aggression by states - which occurs on a daily basis in numerous forms - and its status as a crime under international law.

4LAW 4890 Election Law (2)

Election law is a fascinating topic not only in politically charged times; the rules surrounding elections determine the way constitutional principles play out in practice at any point in time and thus lie at the very heart of democracy. In combination with a few other key variables, such as the structure of the executive (presidential or parliamentary) and the vertical distribution of power (unitary or federal), election systems can shape the exercise and coherence of party influence over government, the stability of the executive, the breadth and legitimacy of representation, the capacity of a system to manage internal conflict, the extent of public participation, and the overall responsiveness of government. Several factors – in particular overall system design, state funding and private campaign financing, districting, or general party influence – impact on elections. The course covers these and many other core issues in the context of different voting systems and their respective political and constitutional dynamics. Most of the course deals with the United States; the increasing influence of proportional representation and variants of majoritarian election systems both in the U.S. and around the world, however, also invites some comparison with approaches found in the United Kingdom, France, Germany and South Africa. Due to overlap in content students may not enroll in both the Election Law and the Law of Democracy course.

4LAW 4910 Employment Discrimination (3)

This course concentrates on analyzing the statutory, constitutional, administrative, and judicial responses to discrimination on the basis of race, age, sex, religion, national origin, alienage and sexual orientation by private and public employers.

4LAW 4930 Env Law: Historic Preservation (2)

This seminar will present a national, state and local perspective on historic preservation in a broad sense, including protection of the urban environment and of archaeological, cultural and other historic resources. It will examine laws dealing directly and indirectly with preservation, and the institutions that implement them. The city of New Orleans provides rich material for this examination. Students will be required to research selected topics and to present their findings orally to the class and in a substantial final paper. Grade will be based on research paper, oral presentation of paper topic, class participation and attendance. (3 Credits)

4LAW 4940 Internet Law (3)

This is a survey course in Internet law. It provides an introduction to how privacy, contracts, intellectual property, intermediary liability, jurisdiction, trespass, free speech, taxation, antitrust, and other legal doctrines may apply to activity on the Internet. Topics covered may vary based on recent events, with a focus on e-commerce, social media, and platforms.

4LAW 4950 Entertainment Law (2)

This course will cover legal issues in representing clients within the entertainment industry, highlighting business and economic considerations. The focus will be on the nature of relationships and transactions, including implications on intellectual property rights arising from contractual and other legal matters, which arise among various players from the music, film, visual and performing arts sectors. These players will include recording artists, songwriters, producers, managers/agents, record labels, publishers, filmmakers, screenwriters, graphics artists, studios, etc. Emphasis will be placed on analyzing the initial development and evolution of these dynamic relationships as they are intertwined within a pragmatic fact-pattern involving common issues arising from entertainment legal matters. Throughout the course, consideration will be given to various revenue streams flowing from intellectual property through channels of commerce, such as tangible record sales, digital sales, performance rights, and licensing, including synchronization licensing for music placements against film. This course is taught by Ashlye M. Keaton, Esq.

4LAW 4960 Energy Regulation (3)

This course will begin with an overview of the global energy situation in terms of supply and demand as well as balanced projections for the coming decades both here and abroad. It then will proceed to examine the primary sources of energy along with the multi-faceted role of electricity as the central source of secondary energy in our economy. This portion of the course will cover in some detail how these energy sources are used and regulated from economic, reliability, and environmental perspectives. There will therefore be a review of legal and regulatory principles governing fossil fuel extraction and use, the coal industry, nuclear power, a range of renewable energy sources, and finally the regulation of electricity generation, transmission, and distribution. The course will conclude with a brief review of the growing role of conservation and climate change in energy markets here and to some extent abroad. There will be an essay-based final examination and class participation will certainly be encouraged.

4LAW 4990 Env Law: Pollution Control (3)

This course introduces the basic pollution control statutes, the Clean Water Act, the Clean Air Act and hazardous waste laws. It examines and contrasts their objectives, their regulatory schemes and their relative successes. Special emphasis is given to comparing and critiquing the major regulatory approaches to pollution control: command and control regulation according to health-based or technology-based standards and economic incentive schemes, as well as statutory interpretation. Professor will invoke the rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 5030 Env Law-International (3)

This course examines the basic international legal setting for the protection and management of the environment. It discusses how international law is made and applied, the role of international environmental regimes or institutions, transboundary liability and compensation, enforcement strategies and compliance control mechanisms. Major themes of the course include human rights and the environment, free trade and environmental protection, the financing of global environmental protection measures, the protection of biodiversity, North-South issues generally, as well as various regulatory regimes for the protection of the global commons and internationally sensitive natural resources, including the Climate Change Convention. Public International Law is highly recommended. Professor Handl plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 5040 Env Law-Coastal Law (2,3)

This seminar provides an examination of the factual, legal, and policy framework that has developed regarding issues of coastal land-loss, with a focus primarily on the quickly disappearing wetlands in Louisiana, but also with an examination of similar land-loss issues in other communities. The seminar will examine the background of the importance of wetlands, the crisis of coastal land loss, the causes of that loss, and the legal and policy responses in the search for remedies for wetland and coastal harm. The seminar will be co-taught by Christopher Dalbom (Senior Research Fellow and Assistant Director of the Institute on Water Resources Law and Policy at Tulane Law School) and Bessie Antin Daschbach and Tad Bartlett (both members of Jones, Swanson, Huddell & Garrison LLC).

4LAW 5070 Environmental Enforcement (2)

This course is about everything environmental. That is, it cuts across the body of the environmental media statutes and goes to the heart of the law -- enforcement. Permits and rules are mainly technical, and (except for rule-making litigation and legal transactions) enforcement is mostly where the lawyer reigns. So we will not focus so much on details of the media programs other than what happens after a violation. We'll cover such topics as EPA priorities, enforcement theories, overfiling, reporting, investigations, civil penalties, injunctions, citizen suits, remediation and white collar criminal prosecution. Classes will be lecture, case discussions from a text, and team hypothetical problem solving and presentations. The course will be taught by Stan Millan with the Jones Walker Law Firm. Professor Millan plans to invoke a rule penalizing students for lack of preparation (which counts as part of grade) and/or excessive absenteeism (3 or more classes). This course jointly at Loyola College of Law and will take place at Loyola.

4LAW 5090 Env Law: Water Law (2)

This course will cover the role and influence of the legal system on the use, allocation, and stewardship of water resources in the United States and Louisiana. Since the field of water resources management is rapidly evolving to accommodate storm protection, ecosystem restoration and sea level rise an understanding of the policies that underlay our current laws and the factors that are influencing current policy and law-making will be an important part of the course's focus. Course materials will include law cases and related materials which must be read before class. The course will be lecture oriented with occasional guest lecturers with specific experience in development of water resources law and policy. Students will be asked to participate in one group project in which they will be asked to develop, present and defend a position paper on some aspect of the water resources management challenges arising in coastal Louisiana.

4LAW 5110 EU: Constitutional Law (2,3)

This course covers the legal and political development of the European Union, highlighting the gradual functional and organizational changes that have taken place over the past five decades, and deals with its present-day constitutional structures including the Commission, the Council, Parliament, the European Court of Justice, and the European Central Bank. Specific emphasis will be placed on human rights protection and judicial review in the European context, the concept of a European constitution, the ongoing expansion process, and challenges connected to the introduction of a common European currency. The course also focuses on the tensions between an increasingly influential and supranational Union and its 28 sovereign Member States. Students are invited to draw comparisons between the European Union and the United States throughout the course.

4LAW 5120 Feminist Legal Theory (2)

Feminist legal theory can pose a significant epistemological challenge to traditional schools of jurisprudence, questioning some of the very premises of what constitutes justice and equality in a liberal democracy. At the same time, it seeks to explore how gender shapes the law and how the law shapes gender. This course will examine the principle tenets, methodologies, and controversies in feminist legal theory including the meaning of equality, the intersection of race and law, the public/private divide, concepts of objectivity and neutrality, and how law reproduces hierarchies while also having the ability to participate in significant social change. We will look at how feminist theory has used, incorporated, modified and critiqued other schools of jurisprudence and theoretical paradigms including Marxism, critical legal studies, critical race theory, and postmodernism. We will also analyze debates between feminist theorists regarding essentialism, women's sexual agency, and how feminist theory itself is a product of a particular society. The goal of the course is to think broadly and critically regarding the interaction of law, society, and gender while exploring the potential and limitations of our legal system.

4LAW 5140 Financial Institutions (3)

The financial system is the infrastructure on which all economic activity takes place with enormous political and distributive stakes. The law of financial institutions is thus of central concern to students of diverse interests: aspiring private practitioners, regulators, and public interest lawyers concerned with social justice. A decade now since the Global Financial Crisis, the legal reforms put into place are profoundly trans-forming all three areas and their interrelationships. We will study these transformations, focusing on the law of commercial banks and the Federal Reserve (Part 1); broker-dealers, hedge funds, and registered investment companies (Part 2); and central clearing counterparties (Part 3).

4LAW 5150 EU: Business Law (2)

The United States are the single most important trading partner of the European Union (and vice versa)—despite the growing importance of expanding economies such as India, China, the ASEAN, or Brazil. The sheer volume of transatlantic trade and the battle for worldwide market shares inevitably create a need for lawyers with specialized and comparative legal expertise in substantive EU law. This course provides both a basic introduction to the political and legal organization of the European Union and detailed treatment of the most important areas of business related EU law. The course covers the most important aspects of the legal and regulatory framework of EU internal market. Discussions will focus on the so-called four freedoms – free movement of goods, services, persons and capital – within the common market, state aid, competition rules and antitrust policy as well as the Union's external commercial (trade) policy. Students will be made aware of differences between national and EU approaches, and how these differences impact on transatlantic business relationships.

4LAW 5160 Fair Housing & Litigation (3)

With U.S. HUD suspending and reissuing a number of regulations governing proof standards and its affirmative duty to promote housing choice and opportunity, a study of fair housing law and litigation is particularly timely. This course will examine Title VIII of the Civil Rights Act of 1968, as amended in 1988; classes protected; transactions covered (rental, sales, lending, insurance); and the fair housing obligations of states, municipalities, and public and affordable housing programs. Students will be challenged to consider the strengths and weaknesses of litigation as a tool for creating an equal housing market and eradicating residential segregation. This course will incorporate doctrine, theory, and practice and will be assessed using a mid-term exam and several writing assignments.

4LAW 5170 Energy & Env'l LLM Seminar (1)

This seminar explores current issues in Environmental and Energy law through faculty and LLM candidate presentations and discussion. This seminar is open to graduate Energy & Environment students only.

4LAW 5180 Con Law: Freedom Speech/Press (3)

This course focuses on the Supreme Court's opinions on freedoms of speech and press issues in First Amendment jurisprudence. The topics of study may include: advocacy of illegal action, defamation, commercial speech, obscenity, offensive speech, hate speech, symbolic speech, regulation of the public forum, prior restraint, and other topics. The First Amendment topic of freedom of religion is the subject of a separate course, entitled The Constitution & Religion.

4LAW 5200 Foreign Affairs & National Sec (3)

The focus of the course will be on the U.S. constitutional structure and how that affects the role the United States plays in the international domain. We will inquire into how the Constitution enables and constrains the manner in which the United States government participates in lawmaking internationally and how that in turn affects private rights within the United States. An international lawyer working in this country will surely need to be familiar with constitutional and other legal constraints that govern our relationship with the outside world. And a domestic lawyer to be effective in this day of global interdependence will need to be familiar with the international process that continuously shapes the nature of the constitutional order in this country and our very understanding of the Constitution itself. Some of the areas that will be covered in the course are: foreign relations and the separation of powers doctrine; the scope of and limitation on the treaty power; presidential power to conclude international agreements outside Article II treaty power; constitutional and domestic status of customary international law; foreign sovereign immunity and the act of state doctrine; congressional and presidential war-making powers; constitutional rights and the war on terrorism; extraterritorial application of the U.S. Constitution and U.S. laws; and the power of states in relation to foreign affairs.

4LAW 5280 Health Care Law & Regul (2)

The course begins with an overview of the U.S. health care industry and then addresses the law that affects major portions of that industry and those it serves. Relationships among individual health care providers (e.g., physicians), institutional providers (e.g., hospitals, nursing homes, clinics), and patients of those providers are explored, as are various statutory entitlements (e.g., Medicare, Medicaid, EMTALA), medical malpractice concepts, preemption effects of ERISA, patient privacy/consent issues including HIPAA mandates, and the policing of fraud and abuse. The class will examine the health law that resulted from the health reform legislation signed in 2010 and modern changes to health law resulting from the COVID-19 pandemic. Finally, the course will review how the antitrust laws impact the structure and conduct of health care providers.

4LAW 5320 Int'l Humanitarian Law (2)

This seminar provides students with a basic overview of the law of armed conflict (LOAC), or international humanitarian law (IHL), i.e. the body of international legal rules and principles that aim at limiting the permissible use of force during armed conflict. It will do so by paying special attention to the implications for the LOAC of the rapidly changing nature of warfare as exemplified by hybrid-warfare, cyber operations, and the use of artificial intelligence-enabled autonomous weapons systems, and drones. Specifically, the seminar will focus on LOAC's traditional-core concepts (distinction, military necessity, unnecessary suffering and proportionality), the key protective regimes covering combatants, civilians, cultural property and the environment, and on typical battlefield issues, including superior orders, command responsibility and rules of engagement. The seminar will also discuss the security detention of combatants, and civilians, the interrelationship of the IHL and human rights law and individual accountability and state responsibility for violations of LOAC.

4LAW 5340 Immigration Law (3)

The course examines the immigration and naturalization processes of the United States with a focus on practical application, procedures, and statutory construction. Topics will include citizenship and naturalization, the admission and removal of immigrants and nonimmigrants, and the issues of undocumented immigration and national security. We will also address the intersection of immigration with other practice areas including employment, criminal, and family law.

4LAW 5370 Information Privacy (2)

Information Privacy is a course that explores privacy law with a special focus on its history, technological advancements, and the tort aspects of privacy in the United States, including misappropriation, intrusion, publication of private facts, and false light. Students will be expected to come to class having done the readings and ready for discussion. Professor Gajda plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 5380 Insurance Law (2)

Insurance plays a critical role in all areas of law practice. This course will introduce you to the basic concepts and terminology; survey numerous types of insurance such as general liability, property, life, automobile, construction, professional liability, employment, environmental, homeowners, product liability, including litigation issues such as the duty to defend, the duty to indemnify, subrogation, fraud, bad faith, defenses, damages, procedure; and address governmental regulation.

4LAW 5410 Intellectual Property (3)

This survey course introduces students to the basic state and federal laws relating to inventions and cultural works. The class will cover topics that include patents, trademarks, copyright, right of publicity, and trade secrets. The course will look at the moral, cultural, economic and theoretical underpinnings to our current controversies in intellectual property law. This course is a prerequisite for nearly every advanced course in Intellectual Property.

4LAW 5450 Int'l Business Transactions (3)

The objective of this course is to provide students with an introduction to a number of areas of international business law and to provide an opportunity to study some of those areas in more detail. The course looks at the supranational and U.S.-domestic law that serves as backdrop to any international business transaction connected to this country. It focuses particularly on how to finance both sales and direct investment and how to structure direct investment of various tangible and intangible assets. The course is focused on the law as it affects individual business entities rather than on the relationships between States. However, this course does deal with the way that certain treaties have an impact on domestic law in relevant areas, such as international dispute settlement. This course also covers the World Trade Organization treaties to a limited extent as relevant to international business transactions.

4LAW 5470 Int'l Human Rights Law (3)

In this course we will explore the place of human rights in United States and international law. More broadly, we will closely examine and evaluate the entire human rights "regime," that is to say the norms, principles, rules, and decision-making institutions that occupy and organize this issue area within the broad sphere of international relations. The course is designed to provide students with a confident grasp of: the substantive norms of human rights; the philosophic basis for the concept of rights and the leading points of controversy about the existence or character of certain rights that appear in conventional enumerations; the diverse procedures available at the global, regional, and national level for defense and promotion of human rights; the subtle and not-so-subtle ways in which ideological and material interests influence the definition and enforcement of rights; the ways in which policy makers attempt to reconcile the demand for human rights enforcement with more traditional foreign policy objectives.

4LAW 5490 International Law-Public (3,4)

This is the basic introductory course in international law and as such focuses initially on how international law is made and applied as well the various theoretical justifications for and explanation of international law and international institutions. The course then explores other issues such as the proper subjects of international law—states, international organizations, individuals, etc; allocation of legal authority among states; the forums for and the methods of international dispute resolutions, etc. Special attention is paid to the use of force in international relations and the UN-based collective security system. Using the United States as an example, the course will also explore the interrelationship of domestic law and international law—the domestic effect of treaties and customary international law, the role of federalism in the adoption and enforcement of international obligations, and the role of municipal courts in the enforcement of international obligations.

4LAW 5540 Int'l Commercial Arbitration (3)

This offering is intended to introduce students to the problems of dispute resolution in the international transactional context. Most international commercial disputes and contract claims are resolved through arbitration. The course will address the primary substantive law issues in the field, consider in detail comparative and transborder aspects of the subject area, and provide students with a simulation exercise in a contemporary practice problem.

4LAW 5550 Int'l Sale of Goods (3)

This course will address the United Nations Convention on Contracts for the International Sale of Goods (the "Vienna Convention"). The rules of the Convention, to which more than eighty States adhere (including the U.S.), govern a great number of export/import transactions involving American parties. The course is designed to familiarize students with these rules and their application to specific aspects of international sales contracts, such as contract formation, remedies and allocation of risk. The discussion also will address the broader ramifications of the Vienna Convention. Topics of this nature include an assessment of fundamental problems, such as uniform interpretation, that are inherent in every effort to unify or harmonize legal rules. The course will also familiarize students with INCOTERMS 2010 that govern the transportation and insurance aspects of sales transactions and UCP 600 that provides the standard mechanisms for international payments, including letters of credit and documentary collections. Professor Davies plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 5570 Int'l Institutions (3)

This seminar examines international institutions – both formal organizations and informal arrangements – as increasingly important elements of a rapidly changing international governance system. These institutions range from traditional treaty-based organizations, such as the United Nations and its subsidiary organs, to understandings among states lacking formal structural organization which govern some aspects of international economic relations, human rights and arms control. Apart from the topics of formation, membership and participation, as well as of (applicable) privileges and immunities, the seminar will pay special attention to international institutions' role in developing international law. It will also canvass the extent to which international institutions are accountable pursuant to international law. The seminar will thus highlight political-legal phenomena of the transition to an international legal order in which international institutions have taken on indispensable governance functions that both compliment and threaten states' traditional, dominant position in the international legal system. Professor Handl plans to invoke a rule penalizing students for failure to be prepared and/or excessive absenteeism.

4LAW 5580 Int'l Trade Finance & Banking (3)

Analyzes competing trade and industrial policies, GATT-WTO, NAFTA, unfair trade practices, dumping and subsidy controversies, trade imbalance problems, foreign investment, safeguards, expropriation and remedies, international banking and lending, debt overloads, IMF policies, global financial crisis, remedies, and adjustment mechanisms.

4LAW 5600 Intro to Law of the US (1,2)

This course is designed to help international law students pursuing an LL.M. in the United States prepare for the demands of graduate education in an American law school. Because of its location in a state with a civil law heritage (which is unique in the United States), Tulane has long been known for its expertise in comparative and international law. This expertise allows the school and its faculty to better understand and meet the needs of students who come from a wide variety of legal systems. By utilizing tenured faculty, and by focusing on the basic principles of the American Legal system, with particular emphasis on constitutional law, the orientation program ensures that international students are given the best possible grounding for their subsequent studies. Classes meet four days a week, for 220 class minutes per day, in the three weeks before regular fall classes begin. The specific courses taught are as follows: Constitutional Law, Criminal Law, the U.S. Legal system, Constitutional Criminal Procedure, and Civil Procedure. Students who pass the written examination at the end of the course will earn two credits for their work, based upon American Bar Association guidelines. In addition to regular classes, students are offered free tutoring in English, with particular emphasis on legal terms and phrases, a speaker series, and an introduction to legal education in the U.S. Students will also be invited to attend a variety of social events and dinners, and will be given the opportunity to visit local courts and observe judicial proceedings.

4LAW 5700 Law of Democracy (3)

This constitutional law course concerns voting rights and elections, topics not covered in upper-level classes on the Fourteenth Amendment and First Amendment. We will address a variety of topics related to the proper legal functioning of our democratic system, including the law of voter participation, reapportionment and redistricting, rights of political parties, campaign finance, racial discrimination and the Voting Rights Act, racial redistricting, and direct democracy. Due to overlap in content students may not enroll in both the Election Law and the Law of Democracy course.

4LAW 5710 Labor Law (3)

After a brief introduction to the history and evolution of the labor movement and labor legislation, the course covers in depth the legal framework dealing with union organization and collective bargaining. The material is considered from the beginning of the relationship between the employer and union, the organizational phase, through collective bargaining and enforcement of the contract once it is in place. Professor Friedman plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 5730 Law of The Sea (3)

This course reviews the public order of the oceans, i.e., the basic principles of international law, both customary and treaty-based, that apply to maritime spaces, such as the territorial sea, the high seas, continental shelf, seabed, and ocean floor. The course analyzes the allocation of jurisdictional powers among individual states and the international community at large over the various maritime zones involved; the use and management of ocean resources, such as regional and global fisheries regimes and seabed mining; marine environmental protection and pollution control; military uses of the ocean; and freedom of navigation. Special consideration will be given to enforcement issues related to drug trafficking and violations of marine environmental protection or fisheries regulations.

4LAW 5770 Law and Literature Sem (2,3)

This interdisciplinary seminar will use various works from the canon of Western literature—Homer, Shakespeare, Kafka, and others—as well as American film to explore jurisprudential concerns such as the distinction between justice and revenge, law and illegality, and the limits and purposes of punishment. We will explore the differences and similarities between legal and literary narrative, the origin and nature of law, how law reflects (and whether it should reflect) community norms and moral views. Students will be required to prepare a research paper which they may use to satisfy the upper-class writing requirement, make one or more class presentations, and participate in class discussion. Reading assignments will consist of literary works and commentaries of these works.

4LAW 5831 Law, Finance & Technology (2-3)

This seminar explores the legal issues raised by the integration of emerging technologies in finance and the regulatory regimes applied to fintech platforms. The class will explore several major themes and current trends governing the complex interrelationship between law and technology. Grades will be based on the following: (a) Class Participation, Proposal, First Draft and Presentation: 40%; (b) Final Seminar Paper: 60%. This course will satisfy the upper-class writing requirement. Corequisite(s): NCLS 9110.

4LAW 5840 Cause Lawyering (2)

This course examines the use of law to advance social, economic, or political goals. After a brief exploration of the theoretical framework and historical background of “cause lawyering,” students will consider the role of law and lawyering in various change-seeking applications, such as social movements and impact litigation, and in various practice settings. Throughout the semester, students will meet with practitioners involved in prominent cases or organizations to discuss their objectives, strategies, and challenges—and whether they achieved their goals. Students will prepare for those meetings by reading relevant material and generating specific questions for the speakers. Grades will be based on several short papers, a final paper, and class participation. This course is not subject to a curve and includes an option for students to satisfy the upper-level writing requirement.

4LAW 5910 Legal Reasoning, Research & Writing for LLM Students (2-3)

This course is an introduction to the legal methodologies of practicing attorneys in the United States. Because the course is limited to foreign students seeking their LLM, it emphasizes the development of legal reasoning and writing skills in an adversarial legal system, while simultaneously acquainting students with the legal resources readily available to attorneys in the United States, such as Westlaw, and Lexis. The first half of the course is devoted to short writing projects, e.g., motions, and memoranda, as might be created and used by a U.S. law firm. The second portion of the course, which immediately follows the first, is devoted to the creation of a brief on a current issue. In addition, the students are required to orally argue at least three times. Professor Larson plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 5950 Legal Research, Adv (3)

Building on the research techniques presented in Legal Research and Writing, Advanced Legal Research focuses on the effective use of electronic and print legal research tools and examines existing electronic sources for both legal and non-legal information of interest to lawyers. After reviewing research concepts taught during Tulane’s first year Research and Writing course, this advanced course will provide coverage of selected additional research subjects, including statutory research, legislative history, administrative and regulatory research, practice aids, research strategies, and various specialized areas, including an introduction to treaty research and international/foreign research sources. The course also offers advanced training on comprehensive proprietary online research systems such as Westlaw and LexisNexis and introduces specialized proprietary online systems such as Bloomberg Law and BNA. It will focus on using the Internet to locate legal and non-legal resources, covering such topics as search engines, legal portal sites, websites for federal and state law, government information, and no/low cost information sources (commercial and noncommercial). This course will not be subject to the curve. The professor plans to invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

Prerequisite(s): minimum score of PASS in ‘Law Graduate Student’ or 1LAW 1410.

4LAW 5960 Litigating Com'l Fraud Sem (2)

The subject of this seminar is commercial fraud. The goal is to provide students with a comprehensive understanding of what parties should consider, what they should anticipate, and how they might respond in litigating and arbitrating commercial fraud cases. The topics to be covered include (1) the Racketeer Influenced and Corrupt Organizations (RICO) Act, (2) the federal securities laws, and (3) various state law claims. Class will focus on the problems confronted daily by the practicing attorney.

4LAW 5970 Mixed Jurisdictions Seminar (2,3)

This seminar will focus principally upon the so-called ‘classical’ Mixed Jurisdictions of which there are about 15 or so in the world. Prominent among these are South Africa, Scotland, Quebec, Puerto Rico, Israel, The Philippines and Louisiana. There is debate about the countries belonging to this group and our research interest may extend beyond this circle in order to deal with classification issues. Each student in the seminar will select a topic dealing with some aspect of the Mixed Jurisdictions and write a research paper that will be presented and discussed in class. A paper topic may relate to any micro or macro aspect of such systems and should make use of the comparative method. Before topics are chosen, the opening classes will discuss the defining characteristics and traits of the mixed jurisdictions and students will be introduced to the literature on the subject. The principal text in the course will be V.V. Palmer (ed), *Mixed Jurisdictions Worldwide: The Third Legal Family* (2001).

4LAW 6000 Marine Pollution (2)

This course will cover U.S. legislation, administrative regulations, state legislation, and case law in the area of marine pollution. This course counts as credit for both the Environmental and Maritime certificates.

4LAW 6020 Media Law (3)

In modern times, media is more ubiquitous than ever and the law is developing quickly in response. This class will examine the law that impacts media in its broadest sense—everything from a student's social media posts to a Pulitzer Prize-winning journalist's news story in *The New York Times*—and explore how those laws have developed over time. Topics will include access and who gets what from government when government is determined to keep things out of public hands; defamation protections that appear to be changing rapidly from *New York Times v. Sullivan* days; invasion of privacy and what deeply personal information journalists or Twitter posters are allowed to reveal; special rules for the internet; media liability for emotional harm and fakery; FCC regulations; and more.

4LAW 6040 Mergers & Acquisitions (3)

This is an advanced corporate law course covering federal law aspects of tender offers, mergers (including forward and reverse triangular), leveraged buyouts, asset purchases, and other acquisition techniques, as well as selected defensive tactics (poison pills, recapitalization, white knights, etc.), due diligence, and drafting merger and acquisition deal documents. Business Enterprises is a pre-requisite or permission of instructor required.

4LAW 6050 Native American Law (2)**4LAW 6080 Env Law: Natural Resources (3)**

This course is one of the two foundation courses in environmental law and presents a survey of programs that govern the use and protection of natural resource systems, including energy, mining, timber, grazing, transportation and water resource development. Special attention is given to the National Environmental Policy Act, and to management statutes for public lands, forests, parks, refuges, wilderness areas, and endangered species.

4LAW 6100 Negotiation and Mediation (3)

The purpose of this course is to expose students to the process of negotiation as a pervasive lawyering activity; to increase awareness of the technical, interdisciplinary, and ethical dimensions of that process; to introduce the concept of the lawyer's role as problem-solver; to enable students to experiment with and consider thoughtfully the various theories, forms, and techniques of negotiation and mediation advocacy; and to provide students an opportunity to assess their own capabilities within those contexts. 75% of the course will focus on negotiation and 25% on mediation advocacy. (Please note that the mediation advocacy portion of the course is not training students to be mediators but rather to enhance their understanding of the lawyer's role in a mediation.) A number of negotiation exercises are completed outside of class at times that are mutually agreed upon by the negotiators. Flexibility by students in this regard is expected. Students will be graded on a "Pass/C/Fail" basis. There is no curve in this course. This course is taught by Stephen Bullock, Mathew Chester, Gabe Feldman, Dan Friel, Stephen Hall, Lesli Harris, Ault Hootsell, Robert Jenks, Roger Larue, Michael Moran, William Pitts, Elizabeth Ryan, Charles Thensted, Thomas Usdin, Susanne Veters, and Rachel Wendt Wisdom. The professors plan to invoke a rule penalizing students for lack of preparedness and/or excessive absenteeism. Students who have taken Intercultural Negotiation & Mediation in Berlin may not take Negotiation & Mediation Advocacy due to course overlap.

4LAW 6110 EU: Energy & Environmental Law (3)

This course presents an introduction to the basic history and legal framework of the European Union (EU) and then concentrates on several key areas of practice. While the course will touch on the role of key EU institutions in the integration process, a central area of emphasis will be EU law in the fields of energy – principally electricity, gas, and nuclear – and the environment. Throughout the course, recurring overall themes will be sovereignty, federalism, subsidiarity and power sharing.

4LAW 6160 Patent Prosecution (3)

This course concentrates on U.S. patent laws, U.S. patent regulations, and procedures involved in obtaining patents from the U.S. Patent and Trademark Office. Students will learn how to write patent claims, patent applications, and responses to office actions from the USPTO. Some aspects of foreign and international law will be discussed. The grade will be based on several written assignments and a final exam.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 4LAW 5410*.

* May be taken concurrently.

4LAW 6180 Patent Law (3)

Topics to be covered include: patentability requirements, infringement, defenses, remedies, litigation, appellate issues, administrative revocation, and special topics. A technical background is NOT required for this course. Prerequisites: Intellectual Property.

Prerequisite(s): 4LAW 5410.

4LAW 6210 Law & Entrepreneurship (2)

This course focuses on questions that arise in new social ventures, start-ups, non-profits and other early-stage projects. This will be a hands-on course where students will be introduced to the practice of IP and entrepreneurship through a variety of means, including a standard casebook, guest attorneys and entrepreneurs, and individualized research assignments. This course is recommended for students interested in the following areas: business, IP, non-profits, and solo practice. The grade is based on project based work (individual research assignments each week) that will be graded. Students turn in a portfolio of their work at the end of the course which will be graded on completeness and thoroughness. This is a rigorous class that takes dedication. Students are expected to dedicate 3 hours preparation per class (6 hours a week) to the individual research assignments. Attendance is also key.

4LAW 6220 Client Interview & Counseling (2)

The course will focus on the legal principles and skills involved in interviewing clients and witnesses and counseling clients in the course of litigation, dispute resolution, and decision making. Establishing an effective lawyer-client relationship requires gathering information relevant to client decisions and assisting clients in analyzing the legal and non-legal consequences of various options in order to make the decision most likely to achieve client objectives. Additional topics include addressing political polarization and cultural differences; interviewing and counseling clients experiencing trauma or disability; and representing children, criminal defendants, and organizational clients. Students will be assessed based on in-class role plays, recorded interviewing and counseling simulations, written plans, and self-evaluations.

4LAW 6230 Property Theory Seminar (2-3)

This seminar provides a forum in which students can deepen their understanding of what property is, debate the merits of property law, and contemplate future issues that property law will face. In doing so, this seminar strives to enhance students' analytical, research, writing, and presenting skills. The seminar is divided into three main parts. The first part focuses on developing a greater understanding of how the law views property. We will read fundamental property scholarship that has helped developed the modern concepts of what property is and how ownership is established and protected. The second part applies the traditional theories of property rights in more modern context. Through a variety of readings, the class will contemplate whether property rights should extend to things like the body, outer space, and virtual worlds. The third part allows students to develop their own thoughts on property rights through the writing and presenting of a seminar paper.

4LAW 6270 Compar Private Law (3)

This course will compare common and civil law approaches to the law of property, contracts, and torts. The common law originated in England and is judge made. The civil law developed from Roman law and, in most jurisdictions today, it is codified. We will look at how England, the United States, France, and Germany deal with some concrete legal problems, and ask whether the differences are due to history, codification, culture or to the problems themselves. The topics chosen will be familiar to the students from their first year. NOTE: Students who previously completed Professor Palmer's European Legal Systems course may not enroll in this course.

4LAW 6280 Criminal Justice Seminar (2,3)

This seminar provides students to learn and engage with the rules of professional conduct and the law as it relates to the differing roles of the prosecutor and the criminal defense lawyer. Students will gain knowledge of constitutional rights and principles that affect the conduct of counsel and the intersection of the law with the rules that govern lawyers. On a fundamental level, students will gain an understanding of the historical and public policy considerations underlying the law and rules governing the conduct of prosecutors and defense lawyers.

4LAW 6290 Products Liability (3)

The course focuses upon the founding and evolution of American products liability law, including the latest formulation in the third Restatement of Torts as well as state "reform" statutes. Emphasis is placed upon the inter-relationship between contract and tort remedies; the rise of the doctrine of strict liability; and the theory of enterprise liability. Professor Palmer will invoke a rule penalizing students for lack of preparation and/or excessive absenteeism.

4LAW 6320 Prof Responsibility Sem (2)

This course will explore the role of lawyers' ethics in the American legal system and the conceptual models that currently frame the ethical rules and regulate lawyer behavior. It also will explore those areas in which ethical regulation deviates from practice, and further examine through the use of practical in-class exercises how ethical rules can be developed to improve advocacy and truth-finding in the legal process. The grade will be based on a non-anonymous paper. Professor Stanley plans to invoke a rule penalizing students for lack of preparation or excessive absences. Note: This course does not satisfy the requirement to take Legal Profession. The grade will be based on a non-anonymous paper. Professor plans to invoke a rule penalizing students for lack of preparation or excessive absences. This course does not satisfy the requirement to take Legal Profession. This seminar may be taken to satisfy the upper-class writing requirement with permission of the Professor and meeting all of the requirements; the course does not automatically satisfy the upper-level writing requirement.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2800.

4LAW 6330 Military Law (2,3)

This course will be an overview of military and military-related law as practiced in the United States. The course will be divided into three thematic blocks: 1) the military justice system as it applies to service members, 2) the military legal system as it interacts with veterans, civilians, and civilian institutions, and 3) the military legal system as it acts internationally.

4LAW 6350 Race Relations Seminar (2,3)**4LAW 6360 Critical Race Theory Sem (2)**

This seminar will explore the relationship between critical understandings of the significance of race and legal interpretation. Of particular importance will be the examination of how societal values and customs, expressed in legal rules purporting to address racial issues, inhibit critical approaches to the concerns of justice for the disadvantaged groups. Students must take any one of the following courses as a co-requisite for this seminar: Constitutional Law: 14th Amendment, Gender Law & Public Policy or Law & Sexuality Seminar.

4LAW 6390 Cuban Law & US Relations (2)

This seminar will cover the legal system of Cuba, U.S.-Cuba relations, and the impact of each on Cuba's development. By the end of the course, students will have acquired an understanding of the historical development of Cuban law and legal institutions as these emerged during the colonial, republican and revolutionary eras; the Cuban legal system, and the Cuban legal and economic framework regulating foreign investment, trade, and international business transactions; the use of other disciplines in the analysis of Cuban legal problems and institutions for sustainable development; and the relationship between the United States and Cuba and the role of U.S. citizens, particularly the Cuban-American community, in rebuilding Cuba. The course will give special attention to the Trump Administration's decision to activate Title III of Helms-Burton Act, which allows American to sue companies profiting from property that was nationalized or confiscated following the 1959 Revolution. The course will also explore alternatives to modernize the Cuban legal system in comparison with other mixed jurisdictions that have been greatly influenced by the Common Law, such as Puerto Rico and Louisiana. The course will be taught by Jose' R. Cot, a Director in the New Orleans law firm of Hurley & Cot, and Rolando Anillo, corporate counsel for Florida Crystals Corp-American Sugar Refining Inc. This course is eligible to satisfy the upper-level writing requirement.

4LAW 6400 Intro Int'l & Comp Energy Law (3)

International energy law is an important part of the required knowledge base of an "energy lawyer". There is no single body of law or a treaty on "energy law" or "international energy law". Instead, it is a combination of various rules of international, regional and national laws. After providing insights into what "energy law" is and who are the main players in the field, this course will cover the entire energy value chain and introduce students to legal and contractual issues relating to each segment. The course covers all forms of energy from oil and gas to renewable energy. It also provides an overview of typical national policies and policy drivers for various energy activities.

4LAW 6420 Roman Law (3)**4LAW 6430 Scientific Evid+Expert Sem (2-3)****4LAW 6450 Sexuality and The Law Seminar (2-3)**

This course examines the impact of legal regulation in the United States on such areas as sexuality and sexual preference as intimate association, marriage, family structure, workplace discrimination, and civil rights. It also covers law relevant to transgender persons, intersex persons, and queer sexualities. No attendance policy; however participation aspect of the grade may suffer due to poor attendance. This seminar may be taken to satisfy the upper-class writing requirement.

4LAW 6460 Securities Regulation (3)

This course provides a broad overview of U.S. Federal securities law, including statutes and regulations governing the underwriting and offering process, exemptions from registration, the operation of securities markets, and the activities of securities intermediaries, such as stock exchanges and broker-dealers. The course focuses on theoretical issues, such as the philosophy of regulating disclosure; the classification of professional and retail investors; the allocation of authority among the SEC, self-regulatory organizations and other federal and state regulators with respect to financial instruments; and the scope of and limitations on private securities litigation and the SEC's enforcement authority. Business Enterprises is required.

4LAW 6480 Large Scale Energy Projects (2-3)

The core purpose of this seminar is to examine legal and contractual questions relating to large-scale energy projects here and abroad. The seminar is built around three large-scale energy projects that raise a number of legal and contractual issues: A cross-border pipeline in Europe; the decommissioning of a large nuclear power plant; and cross-border oil and gas investment in Africa. Each project is based on real projects that have taken place in the past. These projects will in all cases raise a range of complex issues which requires energy industry legal advice, whether the counsel is directed to regulatory authorities, private enterprises, non-governmental organizations, or other industry players. Topics that will be examined during the course of the seminar include: the application of state, local, and national laws as appropriate; the application and impact of international law, including the UN Law of the Sea Convention and bilateral and multilateral investment treaties; and the role of contractual terms most commonly used in the energy industry sectors and projects that will be the focus of the seminar. Students will prepare legal memoranda on a variety of legal and contractual issues relating to the projects examined in the class.

4LAW 6490 Immigration Detention&Removal (2)

This course will teach students the process and laws applying to detention and removal defense of immigrants. Topics will include the authority to detain and eligibility for release, classification of immigrants, grounds of inadmissibility and deportability and defenses against removal. The course is taught by Homero López, Jr., Director/ Managing Attorney of Immigration Services and Legal Advocacy (ISLA) in New Orleans.

4LAW 6500 Negotiating M&A Transactions (2)

This course is designed to give students an introduction to the real world experience of the deal making process, from the first contact between the parties to drafting and negotiating the documents that govern transformational corporate transactions. Over the course of the semester, we will break down the main agreements involved in a hypothetical deal with a view to developing a fundamental understanding of how those components interact with the overall business arrangement and deal dynamics. You will analyze and learn to understand how the key provisions of these transaction agreements are negotiated with the goal of maximizing value for the client and appropriately allocating risk among the parties to a deal. We will also discuss the less tangible aspects of deal making that take place outside of the four corners of the transaction agreements but are no less important. Specifically, we plan to discuss the economic and personal motivations of the various parties involved and the psychology and group dynamics of a deal process. As the deal world is an ever changing environment, we'll look to bring current real world examples into the classroom. Students will participate out-of-class group and individual practice assignments, including drafting (or "marking up") transaction documents and negotiating key issues in the context of a prepared fact pattern. Students will also participate in an off-campus mock negotiation of a deal term sheet at Jones Walker, LLP's office downtown. The course is taught by Britton Seal and Daniella Silberstein, who are both partners in the Corporate Practice Group at Jones Walker LLP in New Orleans. Because of the substantial overlap in content, students enrolled in Negotiating M&A Agreements may not enroll in the Transactional Winter Intersession.

4LAW 6510 US Trade and Investment Policy (3)

The globalization project is in crisis. The legal institutions which facilitated global economic integration are being challenged by the same countries that laid down their foundations, primarily the US. The US is not only the largest economy in the world, but it has also been the main catalyst for free trade since WWII. In recent years, however, the US saw an unprecedented fervor against globalization among the general public. The stagnation of the real incomes of the vast majority of Americans over the past 40 years, coupled with major economic dislocations, paved the way for the rise of populism in American politics. In 2016, the US withdrew from the negotiations over the Transatlantic Trade and Investments Partnership after seven years of laborious negotiations, and two years later, it initiated a trade war against its major trading partners. This course aims to study the US policy on international trade and investment. While the topic is by definition multifaceted, the course will mainly focus on its legal aspects. Students will have an opportunity to dive deeply into the history that shaped the current US policy on international trade and investment, the main institutions involved in making executing this policy, and the questions topping the agendas of academics and US policy-makers. The course will adopt a thematic approach to cover a wide range of topics: from the stalemated trade negotiations the US is a party to; the growing divide between the US and its trading partner; to the US stance on multilateral trade institutions and its role in the slowing disintegration global investment regime. The readings for the course will be drawn from international trade and investment law, economics, and political science among other fields. No background in any of these fields is required. Students of all backgrounds are welcome to enroll.

4LAW 6520 Sports Law: Antitrust & Labor (3)

This course examines how the antitrust and labor laws apply to the unique relationships in the sports industry. The course focuses on the ways the antitrust and labor laws have shaped virtually every aspect of professional and amateur sports – ranging from salary caps and age restrictions to television deals and team relocations.

4LAW 6540 Sports Law: Int'l & IP (3)

This course examines the application of a variety of different areas of law—including intellectual property, contracts, torts, and constitutional law—to the sports industry. The course emphasizes intellectual property law and issues relating to the ownership of "data" produced by sports leagues, teams, and athletes. In particular, the course focuses on right of publicity and trademark law. This course will also examine a variety of legal issues that arise in collegiate, amateur, and international sports.

4LAW 6620 Sust Energy Law & Policy (2)

This course focuses on environmental sustainability in the energy sector from a legal perspective. Given that we all share the common problem, and try to come up with the best possible solution to answer the challenge of combatting climate change, understanding different tools adopted in different jurisdictions is central in developing – and improving – the policies and implementing measures given the diversity of experiences across the globe. Therefore, the course adopts a comparative approach to examine different regulatory alternatives that can be introduced to reduce the harmful greenhouse gas emissions in particular in the energy supply side in order to enable a more sustainable energy future. While the emphasis will be placed on the power sector given its overall contribution to the greenhouse gas emissions, building, transport and end-use sectors are also examined to a lesser extent.

4LAW 6660 Tax: Partnerships (3)

The course explores the federal income tax concepts of "pass through" or conduit taxation. Partnership tax topics include choice of entity decisions, partnership formations, asset contributions, liability assumption, distributions, operations, transfer of partners' interests, special allocations of tax attributes, partnership interests received for services, special basis adjustments, and analysis of the entity and aggregate approaches found in the law. Also included is an introduction to the study of the law of S-Corporations and how it compares to the taxation of partnerships. (3 Credits)

4LAW 6680 Tax Policy Seminar (2)

The Tax Policy Seminar takes a multidisciplinary approach to tax policy. It explores the political economy of tax policy from different perspectives: efficiency vs. equity; tradeoffs in taxation, key elements and weaknesses of U.S. tax law; the philosophical and psychological foundations of taxation; historical and comparative perspectives on taxation; taxation of income from owning capital; recent proposals to tax the very wealthy.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 2LAW 2530.

4LAW 6690 Tax: Corporate Tax (3)

The course provides a basic overview of regular "C" corporations. Using a transactional approach, the course traces the life of a corporation from formation through distributions to liquidation. Income Tax is a prerequisite for this class.

4LAW 6710 Tax: Research In Taxation (2-3)

Tax research consists of the examination of tax questions through the following process: (1) identification of pertinent issues; (2) determination of proper authorities; (3) evaluation of the strength of the authorities; and (4) application of these authorities to the specific fact situation. Through the use of a series of assigned research projects, students will be given an opportunity to survey significant areas of the Internal Revenue Code, gain an awareness of developing tax issues, and develop a capability in tax research. Based on the cases presented, the student will be asked to analyze the facts, identify the tax issues, locate appropriate authorities, evaluate those authorities, develop conclusions and recommendations, and communicate the findings in the form of an opinion letter, a protest, or a memorandum. A final research paper on a tax topic chosen by each student will be combined with the assigned research projects and credit for class attendance to determine the final grade. Each weekly class session is dedicated to tax research techniques and a survey lecture of the general area of tax law covered by the specific case then under consideration. The course is a Business School course, cross-listed with the Law School. Income Tax is a prerequisite.

4LAW 6730 Tax: State & Local Tax (2)

This course explores the state and local taxation of entities and individuals, focusing on multi-state taxation and overall tax planning strategies to minimize or eliminate multi-state tax liability. In this course, we will examine the concept of "nexus" (when a taxpayer or transaction is subject to the taxing jurisdiction of a state or locality), both as it has been understood historically, and in light of technological advances that have made remote business operations increasingly practical. We will also address the unique state and local tax issues created by the growth of "e-commerce" and the financial impact on state and local tax jurisdictions administering tax laws developed in the context of local business operations. Finally, we will discuss and analyze business activity taxes and sales and use taxation in detail, and will also cover very generally franchise, capital stock and gross receipts taxes, and property taxation, as time permits. Students will have an opportunity to practice handling or deciding a current significant SALT issue in a "moot court" exercise. The course will be taught by Jaye A. Calhoun, a member of the Business Tax Section of Kean Miller, L.L.P.

4LAW 6790 Intl Energy Investment Protect (3)

International investment protection is particularly important for energy activities. This is true for all segments of the energy value chain from upstream to downstream energy. It is a national and an international issue. Looking at various treaties and agreements as well as real disputes from around the world, this course covers all the main elements of energy investment protection. The objective of the course is to introduce the students to various investment protection methods. The classes examine both treaty and contract based investment protection. It will also cover both investment treaties and Host Government Contracts and Inter-Governmental Agreements used for upstream, pipeline and downstream investments. In addition to the theoretical and more abstract parts, the course will also use several case studies as learning material. The students will be exposed to real contracts and real treaties. This course could meet the upper-class writing requirement.

4LAW 6820 Trademark Law (2-3)

This course picks up where IP Survey left off. Advanced topics in trademark are covered, along with key concepts related to the use of those trademarks in advertising law. Topics include foreign trademarks, false advertising, deception, omissions and disclosures in advertising, brand protection, and many others. IP survey is required for all participants (no waiver). Students who previously took copyright/trademark may enroll in trademark and advertising law.

4LAW 6840 Transnational Litigation (3)

The rapidly growing number of disputes involving foreign parties and transactions present distinct problems that do not arise in purely domestic litigation or arbitration. The course will address these problems and the emerging solutions as developed by American courts, and it will compare these developments with approaches that prevail in other legal systems. Areas that will be covered include the extraterritorial application of U.S. laws, taking evidence abroad, personal jurisdiction over foreign defendants, and the enforcement of foreign judgments.

4LAW 6860 Environmental Litigation (2)

This is a theory and practice course covering the major components of an environmental case up to trial including: substantive and procedural law, investigations, claims/defenses, discovery and depositions, experts and science, and motions. Grading will be based on written and oral exercises; no examination. It is taught by William Goodell a sole practitioner specializing in environmental and toxic damage litigation. Mr. Goodell is principal of the Goodell Law Firm, was formerly Louisiana Assistant Attorney General for Environmental Enforcement, and also taught the Environmental Trial Advocacy and Deepwater Horizon Seminar courses at Tulane. This course is the former Toxic Tort Litigation Practice.

4LAW 6930 WTO Seminar (2)

This seminar explores the fundamentals of international trade practice in the World Trade Organization (WTO). After reviewing the economic foundations for international trade and the historical underpinnings of the WTO system, our primary focus will be on the texts of the WTO agreements and the international legal practice surrounding the WTO dispute settlement system. This course is taught by Edward T. Hayes, a partner at Leake & Andersson, LLP. This seminar may be taken to satisfy the upper-class writing requirement with permission of the Professor and meeting all of the requirements; the course does not automatically satisfy the upper-level writing requirement.

Prerequisite(s): minimum score of PASS in 'Law Graduate Student' or 4LAW 5490*.

* May be taken concurrently.

4LAW 6940 Law and Gender (3)

Using gender as a paradigm for thinking about law, this course examines sex-based discrimination from a variety of perspectives in substantive areas of law that influence the lives of women and men. It covers issues of formal equality in employment, equal opportunity in education, substantive equality through affirmative action and pay equity, pregnancy, parenting, sexual orientation, sexual harassment, family law, domestic violence, pornography, prostitution, rape, and reproductive choice among others.

4LAW 6950 Domestic Violence Advocacy (3)

The course will examine domestic violence in the criminal justice system and in family law, with a special focus on practical legal skills. Topics include domestic violence as a violation of criminal law, civil rights, international human rights and as a tort, and the role of domestic violence in divorce law and custody. While examining the issue systemically, students will also learn important practice skills through simulated role plays and demonstrations. Students will take a mock deposition, perform cross-examinations, and oral arguments.

4LAW 6990 Wrongful Convictions (2)

This course is a combination of substantive law, advanced criminal procedure and study of the legal system in social context. Wrongful convictions are a fact when the legal system goes wrong, they are not a doctrine. Therefore course is intended to give students (1) an overview of the major identified evidentiary causes of wrongful conviction (eyewitness identifications, confessions, forensics, perjury), the caselaw that governs its admission and the response of the courts to the improved understanding of those causes; (2) the social and legal context of these causes and possible prevention of wrongful convictions; and (3) an understanding of the legal mechanisms through which wrongful convictions are raised and litigated in the courts. This includes the procedures (habeas corpus, state post-conviction, DNA testing) and the caselaw of the right to counsel, Due Process and the Eighth Amendment ban on cruel and unusual punishment. We will study cases and laws from across the country, with some international context, but we will also deliberately examine local examples (Louisiana and Mississippi) in most of the topic areas we cover. The course will feature some guest speakers, including someone who spent decades wrongly convicted before being exonerated by the courts. The course will be taught by Emily Maw, Senior Counsel at Innocence Project New Orleans.

4LAW 7000 Race and International Law Seminar (2-3)

The Race and International Law Seminar provides a forum for studying race and racial hierarchies in international law, and the use of international law to produce, reproduce, and justify those hierarchies. Throughout the semester, the seminar will discuss the theoretical underpinnings of early postcolonial critiques and what connections they have to critical race theory approaches to international law.

4LAW 7010 The Promise, Challenges and Compromises of Progressive Prosecution (2)

This class identifies longstanding problems in the criminal legal system and the possibilities (and challenges) of criminal justice reform through the work of progressive prosecution. We will spend the first third of the course identifying problems in the criminal legal system and the limited ability of the Courts to address these problems, including addressing race discrimination, innocence and mass incarceration. The second part of the semester will focus on how to identify specific challenges within a system, including gathering and analysis of data. In the third part of the course, students will identify a specific problem that is not susceptible to correction through litigation alone, draft a policy for a prosecutor's office to address that problem, and complete the class with a presentation and paper.

4LAW 7020 Race Internl Law Seminar (2,3)**4LAW 7030 Criminal Ethics Advocacy Sem (2)**

This seminar allows students to learn and engage with the rules of professional conduct and the law as it relates to the differing roles of the prosecutor and the criminal defense lawyer. Students will gain knowledge of constitutional rights and principles that affect the conduct of counsel and the intersection of that law with the rules that govern lawyers. On a fundamental level, students will gain an understanding of the historical and public policy considerations underlying the law and rules governing the conduct of prosecutors and defense lawyers.

4LAW 7040 Energy Law (2,3)

This course will begin with an overview of global energy systems and introduce global energy value chains for the dominant energy paradigms and their reach into the real economy. It will then introduce the legal regime governing the extraction of raw materials needed for energy value chains. It will do so by focusing on the exploration, development and production of oil and gas resources in the U.S. covering core aspects of the oil and gas lease (property), joint operating agreements (contracts), and conservation (environmental regulation) and will place the U.S. experience in an international context. The next portion of the course will introduce the regulation of electricity generation, transmission, and distribution. It will focus in particular on the challenges for energy regulation by an increased focus on renewables in the U.S. energy mix. It will again place these developments in a global perspective. The course will use simulations as a means to introduce the many complexities of energy law in a realistic fashion.

4LAW 7050 International Trade Law (2,3)

The course is a survey course covering the law relating to international trade in goods, covering both private commercial transactions relating to trade in goods and the international legal instruments and organizations regulating international trade. The course will deal with international sales and payments and also longer-term "framework" agreements relating to marketing and licensing and the issues that they raise, such as antitrust regulation and parallel importing. It will also deal with trade regulation by GATT, the WTO, and regional trade agreements between countries, and will show how the private commercial relationships between parties are related to the public law relationships between countries in relation to trade. The course will consider only trade in goods. It will not consider trade in services or foreign direct investment or taxation as it relates to the planning of import/export transactions.

4LAW 8090 Asylum Law (2)

The course will examine U.S. asylum law in three parts. First, students will understand how the legal framework for today's asylum law has been built on treaty law, domestic implementing legislation, agency regulation, judicial interpretation, and subregulatory activity. Second, the course will examine the judicial interpretation phase that was for decades the principal way that U.S. asylum law developed, sometimes as a means of immigration control and sometimes as a means of innovation in refugee protection. Third, the course will examine the shift to procedural limitations and access to asylum that have become more decisive of the extent to which the United States fulfills both its protection and control imperatives. The course will focus on the dramatic policy shifts that have come with changes of Administrations, especially in an era of more pronounced exercises of executive authority than legislative. It will also focus on the allocation of authority among the executive, legislative, and judicial branches of government, with the aim of providing students with lessons that will have value in areas of practice or thought beyond immigration and asylum.

4LAW 8100 Elder Law (3)

The course is specifically designed to provide students with a uniquely focused perspective from which to gain a deep understanding of the varied legal issues that arise at the intersection of law and aging. More specifically, "Elder Law" is the legal practice of counseling and representing older persons and their representatives about the legal aspects of health and long-term care planning, public benefits, surrogate decision-making, older persons' legal capacity, the conservation, disposition and administration of older persons' estates, and the implementation of their decisions concerning such matters. Additional issues covered include retirement planning, discrimination in employment, elder abuse, and assisted suicide. This course will inform the growing number of students who may work with or represent the elderly, family members of the elderly, legal service agencies or legislative advocacy groups.

4LAW 8110 Advanced Tax Practice (1)

The Advanced Tax Practice course walks students through all stages of handling a federal income tax controversy. Major topics include SEC reporting of uncertain tax positions, penalties, IRS audits, U.S. Tax Court procedure, and refund claims. Income Tax is a prerequisite.

4LAW 8130 Plea Bargaining (1)

Only about 2% of all federal criminal defendants go to trial, and only about 6% of state criminal defendants do so. Yet the vast majority of the training received by prosecutors and defense attorneys, both in law school and after, focuses on trials. This mini-course will instead address the mechanism(s) by which most criminal cases are actually resolved, (with a particular emphasis on the federal courts) and will attempt to provide future criminal lawyers with some of the tools needed to achieve just and fair resolutions in those cases. For the last class, students will be put into pairs (prosecutor-defense attorney), and required to conduct plea negotiations in a hypothetical case, and ultimately reach a resolution that does not involve a trial. The roles of the participants will then be reversed, and the exercise will be conducted again.

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
MAST-Other, University of Alabama at Birmingham

Alexander, Samuel
Assistant Professor
MD, Louisiana State University

Alghamdi, Norah
Assistant Professor
PhD, Cleveland State University

Alhassan, Solomon Oguche
Postdoc Fellow

Ali, Gholam H
Associate Professor
MD, University in Baghdad, Iraq

Ali, Syed O
Visiting Assistant Professor
MARCH, University of Michigan

Allison, Mead A
Professor
PhD, SUNY at Stony Brook

Alper, Arnold Brent Jr.
Associate Professor
MD, Tulane University

Alsaad, Ali A
Assistant Professor
MD, Nahrain University, College of Medicine, Iraq

Alvarado, Flor E
Assistant Professor
MD, Louisiana State University

Alvarez, Julie Anne
Senior Professor of Practice
PhD, Emory University

Ambrose, Christopher A
Postdoc Fellow

Amdeberhan, Tewodros
Senior Professor of Practice
PhD, Temple University

Anadkat, Samir N
Professor of Practice
MD, Baroda Medical College

Anagnost, Adrian
Associate Professor
PhD, University of Chicago

Anbalagan, Muralidharan
Assistant Professor
PhD, University of Madras, India

Anderson, Amanda H
Associate Professor
PhD, Tulane University

Anderson, Andrew C
Assistant Professor
PhD, University of Maryland, College Park

Anderson, Margot Harris
Assistant Professor

MD, University of Connecticut

Anderson, Ronald C
Associate Professor
PhD, Tulane University

Andersson, Hans C
Professor
MD, Tulane University

Andre-Johnson, Cory-Alice
Postdoc Fellow

Andrews-Smith, Belinda
Visiting Assistant Professor
DMA, The Ohio State University

Andrinopoulos, Katherine M
Associate Professor
PhD, Johns Hopkins University

Annaiah, Cariappa
Assistant Professor
MD, University of Madras, India

Antohe, Diana
Visiting Assistant Professor
MFA, Virginia Commonwealth University

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

Anwar, Nimet
Visiting Assistant Professor
MARCH, Rice University

Apple, Andrew E
Assistant Professor
MD, Tulane University

Arcari, Christine M
Clinical Professor
PhD, Johns Hopkins University

Arce, Moises
Professor
PhD, The University of New Mexico

Armeli, Aaron
Assistant Professor
PhD, Kent State University

Arnett, Zachary M
Assistant Professor and Veterinarian
DO, Lincoln Memorial University

Arnold, Paulina D
Instructor
JD, Harvard Law School

Arruda, Caroline T
Associate Professor
PhD, State University of New York

Artavanis, Nikolaos
Visiting Assistant Professor
PhD, Virginia Polytech Institute & State University

Artecona, Jose F
Assistant Professor
MD, University of Puerto Rico

Ashbaugh, Henry Snyder
Professor
PhD, University of Delaware

Ashburn, Amanda J (Jane)
Research Assistant Professor
MS, College of Charleston

Ashton, Ruth
Research Associate Professor
PhD, London School of Hygiene & Tropical Medicine, United Kingdom

Askar, Sereen
Instructor
MSN, Southeastern Louisiana University

Aslam, Rizwan
Associate Professor
DO, Lake Erie College

Atencio, Rebecca
Associate Professor
PhD, University of Wisconsin-Madison

Atkinson, Evan M
Assistant Professor
MD, Louisiana State University

Avelar, Idelber Vasconcelos
Professor
PhD, Duke University

Avilala, Janardhan
Postdoc Fellow

Aw, Tiong Gim
Assistant Professor
PhD, Nanyang Technical University, Singapore

Aye, Pyone Pyone
Associate Professor
PhD, The Ohio State University

Aysenne, Aimee
Associate Professor
MD, Tulane University

B

Baab, Anthony Donald
Senior Professor of Practice
MFA, Cornell University

Babich, Adam
Professor
JD, Yale University

Baghian, Ali
Clinical Instructor
MD, Louisiana State University

Bailes, Melissa Rebecca
Associate Professor
PhD, University of Illinois at Urbana-Champaign

Bailey, Benjamin David
Assistant Professor
MD, University of Kentucky

Bailey, Letia O
Assistant Professor
MSW, Tulane University

Baker, Courtney Noette
Associate Professor
PhD, University of Massachusetts-Amherst

Baker, John W
Assistant Professor
MD, Louisiana State University

Baker, Kate C
Professor
PhD, University of Michigan

Baldwin, Kathryn A
Professor
PhD, Yale University

Balee, William L
Professor
PhD, Columbia University

Balides, Constance Joan
Associate Professor
PhD, University of Wisconsin-Milwaukee

Bankston, Carl L
Professor
PhD, Louisiana State University

Bao, Hongcun
Postdoc Fellow

Barbieri, Stefano
Professor
PhD, University of Pennsylvania

Barbiero, Lisa M
Assistant Professor
MD, University of Connecticut

Bardon de Tena, Andrea
Research Assistant Professor
MARCH, Technical University of Madrid

Barrios, Edgar L Antonio
Clinical Assistant Professor
MD, University of San Carlos - Philippines

Barrios, Matthew (Matt)

Senior Professor of Practice
PhD, Florida State University

Bart, Henry L Jr.
Professor
PhD, University of Oklahoma

Bartram, Robin
Assistant Professor
PhD, Northwestern University

Basha, Sreenivasulu
Postdoc Fellow

Bass, Jennifer
Assistant Professor
MD, University of Michigan

Basseches, Joshua
Assistant Professor
PhD, Northwestern University

Bateman, Kristin M
Assistant Professor
MD, Thomas Jefferson University

Batey, David S
Associate Professor
PhD, University of Alabama

Battle, Alicia L
Clinical Assistant Professor
PhD, Southern Illinois University

Batuman, Vecihi
Professor
MD, Hacettepe University, Turkey

Baudy, Adrian Joseph IV
Associate Professor
MD, Wright State University

Baumgarten, Mara
Professor of Practice
MBA, Northwestern University

Bayer, Carolyn
Associate Professor
PhD, University of Texas at Austin

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

Bazzano, Lydia A
Professor
PhD, Tulane University

Beasley, Candice Carrie
Clinical Assistant Professor
MSW, University of Oklahoma

Beck, Casey
Professor of Practice

MFA, San Francisco State University

Beckwith, Olivia D
Assistant Professor
PhD, Emory University

Becnel, David
Assistant Professor
MD, Louisiana State University

Beddingfield, Brandon Joel
Post Doc

Beech, Scott Legrant
Associate Professor
MD, Louisiana State University

Begalieva, Maya
Clinical Associate Professor
PhD, Kyrgyz State Medical Institute, Krygyzstan

Beit Halahmi, Mery
Professor of Practice
MA, Hebrew University of Jerusalem

Bell, Caryn N
Assistant Professor
PhD

Beller, Thomas
Associate Professor
MFA, Columbia University

Bennett, Benjamin
Assistant Professor
PhD, Arizona State University

Bennett, James T
Professor
MD, Tulane University

Bergman, Jr, Brian J
Assistant Professor
PhD, Indiana University-Bloomington

Bergstrom, Katy
Assistant Professor
PhD, Stanford University

Bernhard, Scott D
Associate Professor
MARCH, Rice University

Bernstein, Daniel I
Assistant Professor
PhD, North Carolina State University-Raleigh

Berryhill, Hannah C
Lecturer
MARCH, Tulane University

Bertrand, Jane
Professor
PhD, University of Chicago

Bhan, Hyung Sup
Assistant Professor
PhD, Northwestern University

Bhansali, Siddharth k
Professor of Practice
MD, Lokmanya Tilak Municipal Medical College, Taiwan

Bhardwaj, Abhishek
Assistant Professor
PhD, New York University

Bhargava, Rhea
Assistant Professor
MD, Armed Forces Medical College

Bhatia, Kiran V
Assistant Professor
PhD, University of Wisconsin-Madison

Bhatnagar, Deepa
Associate Professor
MD, Louisiana State University

Bidima, Jean G
Professor
PhD, University of Paris, France

Billings, Charles R
Assistant Professor
MD, University of Arkansas

Billingsley Jr, William J
Visiting Assistant Professor
PhD, University of Miami

Biose, Ifechukwude Joachim
Postdoc Fellow

Birdsill, Alex C
Assistant Professor
PhD, University of Texas at Austin

Bitar, Carole
Assistant Professor
MD, University of Balamand

Bitoun, Jacob Philip
Assistant Professor
PhD, Louisiana State University

Bix, Gregory J
Professor
MD, Baylor College of Medicine

Black, Katelyn Laine
Professor of Practice
PhD, Tulane University

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

Blair, Robert Vaughn

Associate Professor
DVM, Louisiana State University

Blanton, Ronald
Professor
MD, Case Western Reserve University

Blask, David E
Professor
PhD, University of Texas at Austin

Blazek, Michelle L
Instructor
MSN, Southern University A&M College

Bliss, James
Visiting Assistant Professor
PhD, University of California-Irvine

Bock, Jeremy W
Associate Professor
JD, University of California, Berkeley

Boehm, Ryan A
Associate Professor
PhD, University of California, Berkeley

Boh, Erin
Professor
MD, Tulane University

Bohm, Rudolf P Jr. (Skip)
Professor
DVM, Louisiana State University

Bojanic, Antonio Nicolas
Senior Professor of Practice
PhD, Auburn University

Bojanowski, Christine M
Assistant Professor
MD, George Washington University

Bol, Jasmijn
Professor
PhD, University of Navarra, Spain

Bond, Nell Gardner
Postdoc Fellow

Bondar, Denys I
Assistant Professor
PhD, University of Waterloo - Canada

Bonin, Edward C
Instructor
MSN, Louisiana State University

Boniske, Tania M
Assistant Professor
MD, Sackler School of Medicine - Israel

Borchardt, Jeffrey Andrew
Assistant Professor

MD, Tulane University

Bordenave, Franklin John II
Assistant Professor
MD, Louisiana State University

Bordnick, Patrick S
Dean
PhD, University of Georgia

Borkar, Chandrashekhar D
Postdoc Fellow

Borrillo, Jennifer Lynne
Instructor
MBA, Tulane University

Borzik, David Michael
Assistant Professor
MD, University of Mississippi

Boudaba, Khedidja R
Professor of Practice
PhD, Tulane University

Boudreaux, Tina M
Senior Professor of Practice
JD, Tulane University

Boutin, Michele
Instructor
MSN, Loyola University New Orleans

Boyden, James M
Associate Professor
PhD, University of Texas at Austin

Boyles, Andrea S
Associate Professor
PhD, Kansas State University

Bradfield, Donny
Visiting Assistant Professor
BIS, University of Missouri

Bradshaw, William B II
Visiting Associate Professor
PhD, Massachusetts Institute of Technology

Brady, Daniel C
Instructor
MD, SUNY-Downstate Medical Center

Brancaforte, Elio Christoph
Associate Professor
PhD, Harvard University

Brandao, Samuel Thomas (Sam)
Clinical Assistant Professor
JD, Tulane University

Brandt, Mary L
Professor
MD, Baylor College of Medicine

Braun, Stephen
Assistant Professor
PhD, University of Minnesota-Twin Cities

Bravata-Bauer, Dawn Marie
Instructor
DNP, University of Louisiana at Lafayette

Breckenridge, Angela Dawn
Clinical Assistant Professor
PhD, Fielding Graduate University

Brooks, Andrew (A.J)
Lecturer
MBA, Tulane University

Brooks, Heddwen L
Professor
PhD, Imperial College of Science, Technology and Medicine, London

Broussard, Crystal S
Clinical Assistant Professor
PhD, University of Alabama

Broussard, Danielle L
Research Assistant Professor
PhD, University of Miami

Brower, Bruce W
Associate Professor
PhD, University of Pittsburgh

Brown, Jonathon Quincy
Associate Professor
PhD, Louisiana Tech University

Browne, Luke M
Research Assistant Professor
PhD, Tulane University

Brox, Brian J
Associate Professor
PhD, University of Texas at Austin

Brumbaugh, Michael E.
Associate Professor
PhD, University of California (UCLA)

Brumfield, William
Professor
PhD, University of California, Berkeley

Bruno, Myrlene
Professor of Practice
PhD, University of Louisiana at Lafayette

Bryan, Courtney
Associate Professor
DMA, Columbia University

Bubbenzer, Virginia E.
Instructor
MPH, Tulane University

Buckley, Jon Christopher
Assistant Professor
MD, University of South Alabama

Buekens, Pierre M
Professor
MD, Free University of Brussels, Belgium

Bullard, Rebekah
Postdoc Fellow

Bundy, Joshua David
Assistant Professor
PhD, Tulane University

Burger, Ronna C
Professor
PhD, The New School, New York City, New York

Burgos-Garcia, Shayra
Instructor
PhD, Tulane University

Burin, Alexander L
Professor
PhD, Moscow Institute for Physics and Engineering, Russia

Burk, Graham
Instructor
MA, Royal Scottish Academy of Music & Drama - Scotland

Burke, Michael J
Professor
PhD, Illinois Institute of Technology

Burns, Patricia Mary
Senior Professor of Practice
PhD, University of Texas at Austin

Burnston, Daniel Charles
Associate Professor
PhD, University of California-San Diego

Burow, Matthew E
Associate Professor
PhD, Tulane University

Burr, Christian A
Professor of Practice
PhD, University of North Carolina-Chapel Hill

Busija, David W
Professor
PhD, University of Kansas

Busschaert, Nathalie
Assistant Professor
PhD, University of Southampton - England

Butler, Patrick J
Visiting Assistant Professor
PhD, University of Connecticut

Buttell, Frederick P

Professor
PhD, University of Alabama

Button, Patrick James Harold
Associate Professor
PhD, University of California-Irvine

Buvoli, Tommaso
Assistant Professor
PhD, University of Washington

Byers, Larry D
Professor
PhD, Princeton University

Byram, Robert Keith
Instructor
MSN, Mississippi University for Women

Byrne, Abigail Nettie
Instructor
MD, Tulane University

C

Cabalfin, Edson
Professor of Practice
PhD, Cornell University

Caballero, Isabel C
Senior Professor of Practice
PhD, University of North Carolina-Chapel Hill

Caglar, Musa
Professor of Practice
PhD, Middle East Technical University, Turkey

Caldwell, Delmar R
Professor
MD, University of Oklahoma

Callison, Kevin
Assistant Professor
PhD, University of Illinois at Chicago

Campanella, Richard
Senior Professor of Practice
MS, Louisiana State University

Campbell, Kenneth
Clinical Assistant Professor
PhD, Loyola University Chicago

Camuti, Elizabeth
Visiting Assistant Professor
MARCh, University of Virginia

Can, Mahir Bilen
Professor
PhD, University of Pennsylvania

Cannon, Michaela Lynn
Senior Professor of Practice
MFA, University of Utah

Canuto, Marcello A
Professor
PhD, University of Pennsylvania

Cardin, Derrick L
Postdoc Fellow

Carr, Rebecca Boehm
Professor of Practice
MFA, Savannah College of Art & Design

Carver, Marshall
Visiting Lecturer
MBA, Tulane University

Cassidy, Mark McCreary
Professor
MD, Tulane University

Castillo, Claire S
Postdoc Fellow

Castle, Erik P
Professor
MD, University of Texas-Southwestern Medical Center

Castorena-Gonzalez, Jorge
Assistant Professor
PhD, University of Missouri - Columbia

Castro, Araceli
Associate Professor
PhD, University of Barcelona, Spain

Celic, Ivana
Assistant Professor
PhD, Johns Hopkins University

Cely Santos, Sandra Marcela
Postdoc Fellow

Chae, Hui Woong (David)
Associate Professor
SCD, Harvard University

Chaffee, Amy E
Associate Professor
MFA, University of San Diego

Chaffin, Abigail E
Associate Professor
MD, Wayne State University

Chakraborti, Chayan
Professor
MD, Tulane University

Chambers, Jonathan (Jon)
Professor of Practice
MFA, University of Illinois at Chicago

Chandarana, Maanasi H.
Clinical Assistant Professor
DO, Nova Southeastern University

Chandra, Partha K
Assistant Professor
PhD, University of Calcutta, India

Chandra, Sutapa
Postdoc Fellow

Chang, Suzanne
Assistant Professor
PhD, New York University

Chaparro Lanfranco, Maria Pia
Assistant Professor
PhD, University of California (UCLA)

Charles, John D
Associate Professor
PhD, Yale University

Chaturvedi, Tuhin
Assistant Professor
PhD, University of Pittsburgh

Chaudhry, Serena
Assistant Professor
DSW, Tulane University

Chavez-Arguelles, Claudia
Assistant Professor
PhD, University of Texas at Austin

Chen, Chung-Shiuan
Lecturer
MS, Mississippi State University

Chen, Fei
Assistant Professor
DO, Lake Erie College

Chen, Hongfei
Postdoc Fellow

Chen, Hongwei
Assistant Professor
PhD, University of Minnesota-Twin Cities

Chen, Huaizhong
Professor of Practice
PhD, West Virginia University

Chen, Jing
Professor
MD, Jiangxi Medical College, China

Chen, Victor H
Visiting Assistant Professor
ABD, University of North Texas

Chen, Wei
Professor
MD, Kunming Medical University, China

Chen, Weina
Postdoc Fellow

Chen, Wenzhou
Instructor
PhD, University of Arizona

Chen, Xiaojin
Associate Professor
PhD, Iowa State University

Chen, Xueqin
Postdoc Fellow

Chen, Yiping
Professor
PhD, University of Iowa

Cheng, Fang
Assistant Professor
PhD, University of Toronto - Canada

Cheng, Susan
Clinical Associate Professor
PhD, University of California-San Diego

Cheruiyot, Dorothy Jelagat (Jelagat)
Professor of Practice
PhD, Auburn University

Childress, Steven Alan
Professor
PhD, University of California, Berkeley

Choi, Goeun
Visiting Assistant Professor
PhD, Arizona State University

Chrissey, Douglas Brian
Professor
PhD, University of Virginia

Christian, Natalie
Assistant Professor
MD, Medical University of South Carolina

Christopher, Michelle S
Assistant Professor
MD, University of Washington

Clark, Emily Jane
Professor
PhD, Tulane University

Clark, Sara M
Professor of Practice
PhD, Tulane University

Clarke, John
Professor of Practice
PhD, University of Leeds - England

Clarkson, Craig W
Professor
PhD, Northwestern University

Clay, Keith A

Professor
PhD, Duke University

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

Clisham, P R
Professor
MD, Louisiana State University

Clum, Gretchen A
Associate Professor
PhD, University of Georgia

Cohen, Michael R
Professor
PhD, Brandeis University

Cole, Teresa
Professor
MFA, Cranbrook Academy of Art

Colella, Adrienne J
Professor
PhD, The Ohio State University

Coleman, Marcus A
Visiting Assistant Professor
PhD, Louisiana State University

Collier, Aaron Richard
Associate Professor
MFA, Tulane University

Collins-Burow, Bridgette M
Associate Professor
MD, Tulane University

Colombo, Paul Joseph
Associate Professor
PhD, University of California, Berkeley

Conard, Craig J
Assistant Professor
MD, Tulane University

Cong, Fei
Postdoc Fellow

Connaughton, Charles E
Visiting Assistant Professor
ABD, University of Washington

Conner, Pierre E III
Professor of Practice
MBA, Tulane University

Contractor, Sunil H
Visiting Assistant Professor
PhD, University of Georgia

Cook, Charles J
Associate Professor

PhD, Louisiana State University

Cook, Emily
Assistant Professor
PhD, University of Virginia

Cooke, Amanda Gayle
Clinical Assistant Professor
MD, University of Texas Health Science Center

Corey, David M
Senior Professor of Practice
PhD, Tulane University

Cormier, Allison
Assistant Professor
MD, Louisiana State University-Shreveport

Cornu, Olivia L
Instructor
MSN, University of Cincinnati

Corsetti, Ralph L
Professor
MD, Boston University

Cortez, Ricardo
Professor
PhD, University of California, Berkeley

Cosentino, Olivia C
Postdoc Fellow

Cossich, Sarah J
Assistant Professor
MD, Tulane University

Courseault, Jacques
Assistant Professor
MD, Tulane University

Cox, Katherine Stammen
Assistant Professor
MD, Louisiana State University-Shreveport

Crabtree, Elizabeth
Associate Professor
MD, Tulane University

Craciun, Mariana
Assistant Professor
PhD, University of Michigan

Craft, Lisa Dawn
Instructor
MSN, The University of Southern Mississippi

Craig, Ryan
Assistant Professor
MD, Louisiana State University

Crisp, Benjamin G
Instructor
MD, University of North Carolina-Chapel Hill

Crivelly, Kea Spencer
Instructor
MS, Bastyr University

Crochet, Denise M
Visiting Assistant Professor
MLA, Tulane University

Cronin, James Lawrence
Senior Professor of Practice
PhD, Tulane University

Cropley, Lorelei Beleta
Clinical Associate Professor
PhD, Tulane University

Crosby, Michael Kent
Associate Professor
MARCH, University of California (UCLA)

Crosslin, David R
Associate Professor
PhD, Duke University

Cruz, Felipe Fernandes
Assistant Professor
PhD, University of Texas at Austin

Culotta, Alexis
Professor of Practice
PhD, University of Washington

Culotta, Aron
Associate Professor
PhD, University of Massachusetts-Amherst

Cummings, Kelsey
Visiting Assistant Professor
PhD, University of Pittsburgh

Cummings, Terry L
Clinical Associate Professor
MD, Tulane University

Cunningham, Michael
Professor
PhD, Emory University

Cupsa, Maria
Associate Professor
PhD, Caragiale Academy of Theatrical Arts and Cinematography,
Romania

Cyriac, Mathew
Assistant Professor
MD, Albany Medical College

Czarny-Ratajczak, Malwina
Assistant Professor
PhD, University of Medical Sciences, Poland

D

Da Conceicao Dos Santos, Raoni

Postdoc Fellow

Dabon, Anita J
Instructor
MSN, Louisiana State University

Daddam, Jayasimharayalu
Postdoc Fellow

Daemmrich, Robert C
Visiting Assistant Professor
MARCH, Tulane University

Dahleh, Marie D
Senior Professor of Practice
PhD, Princeton University

Dai, Guixiang
Instructor
PhD, Texas A&M University

Dajko, Nathalie Genevieve
Associate Professor
PhD, Tulane University

Dal Corso, Mark
Clinical Associate Professor
MD, Universidad De Monterrey - Mexico

Dallapiazza, Robert F
Assistant Professor
MD, University of Iowa

Dancisak, Michael Joseph
Senior Professor of Practice
PhD, University of Minnesota-Twin Cities

Dang, Audrey T
Assistant Professor
MD, Tulane University

Dangendorf, Soenke
Assistant Professor
PhD

Dangler, C. Jean
Professor
PhD, Emory University

Daniel, Jill
Professor
PhD, Tulane University

Daniele, Elena
Senior Professor of Practice
PhD, Brown University

Dash, Srikanta
Professor
PhD, Utkal University, India

Datta, Prasun K
Associate Professor
PhD, University of Calcutta, India

Davies, Martin J
Professor
LLM, Harvard Law School

Davies, Susan L
Professor
PhD, University of Alabama at Birmingham

Davila, Roxanne
Senior Professor of Practice
PhD, Yale University

Davis, Brandon R
Assistant Professor
PhD, University of Alabama

Davis, Kathleen E
Associate Professor
PhD, University of California, Berkeley

Davis, Mark S
Research Professor
LLM, Georgetown University

Dawers, Nancye H
Associate Professor
PhD, Columbia University

De Anda-Duran, Ileana
Postdoc Fellow

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

de Lanzac, Kraig S
Assistant Professor
MD, Louisiana State University

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

De Oliveira Leite, Ana Paula
Postdoc Fellow

DeBord, Jessica M
Assistant Professor
MD, Tulane University

DeCelles, Naomi
Visiting Assistant Professor
PhD, University of California-Santa Barbara

Deen, Benjamin M
Assistant Professor
PhD, Massachusetts Institute of Technology

DeFraités, Joseph A
Instructor
MSN, Southeastern Louisiana University

Deiningner, Prescott L
Professor

PhD, University of California-Davis

Delafontaine, Patrice
Professor
MD

Deland, Sarah Marie
Assistant Professor
MD, University of Louisville

DeLarge, Alyssa F
Postdoc Fellow

Delashaw, Johnny B
Professor
MD, University of Washington

Delima-Mujica, Bruna
Instructor
MAST-Other, Southeastern Louisiana University

Demare, Brian James
Professor
PhD, University of California (UCLA)

Demare, Nina Wen
Instructor
MS, Suny at Albany

Demosthenidy, Mollye M
Clinical Professor
JD, Tulane University

Deng, Hong-Wen
Professor
PhD, University of Oregon

Deng, Wu-Min
Professor
PhD, University of Edinburgh - Scotland

Denham, Alison Edwina
Associate Professor
PhD, Oxford Graduate School

Denisi, Angelo S
Professor
PhD, Purdue University

Dennard, Edwin W
Assistant Professor
MD, Louisiana State University

Denson, Joshua L
Assistant Professor
MD, Tulane University

Dent, Jerome P
Assistant Professor
PhD, University of Rochester

Denteh, Augustine
Assistant Professor
PhD, Georgia State University

DePauw, William David
Senior Professor of Practice
MFA, Tulane University

Derbenev, Andrei Viltorovich
Associate Professor
PhD, Pavlov Institute of Physiology, Russian Academy of Sciences, St. Petersburg, Russia

Deskin, Brian J
Instructor
PhD, Tulane University

Desmoulins, Lucie
Postdoc Fellow

Dhand, Monica
Clinical Assistant Professor
MD, Temple University

Diana, Mark Leonard
Professor
PhD, Virginia Commonwealth University

diBenedetto, Robert N
Assistant Professor
MD, Tulane University

Didier, Gustavo
Associate Professor
PhD, University of North Carolina-Chapel Hill

Didier, Peter J
Professor
PhD, University of Illinois at Urbana-Champaign

Dietrich, Monika Leah
Assistant Professor
MD, Michigan State University

Dimitrov, Martin Kostadinov
Professor
PhD, Stanford University

Dinerstein, Joel Norman
Professor
PhD, University of Texas at Austin

Ding, Zhengming
Assistant Professor
PhD, Northeastern University

Diniz, Fabiola C
Postdoc Fellow

Dise, Theresa Lynn
Associate Professor
MD, University of Texas at Austin

Do, Mai P
Associate Professor
PhD, Johns Hopkins University

Dobek, Georgina Lynn

Assistant Professor
DVM

Dodaro, Lauren
Visiting Assistant Professor
PhD, Tulane University

Dodds, William C
Assistant Professor
PhD, Stanford University

Dola, Phuong Chi
Professor
MD, Tulane University

Dombalagian, Onnig H
Professor
JD, Harvard Law School

Donahue, James P
Professor
PhD, Harvard University

Donald, Chancellor E
Assistant Professor
MD, University of Miami

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

Dong, Caroline M
Postdoc Fellow

Dong, Yan
Professor
PhD, SUNY at Buffalo

Donnellan, Eoin
Assistant Professor
MD, National University of Ireland

Dorans, Kirsten S
Assistant Professor
SCD, Harvard University

Dornier, Lelaine
Senior Professor of Practice
PhD, Auburn University

Dotson, Robert Steven
Senior Professor of Practice
PhD, Tulane University

Doukas, David J
Professor
MD, Georgetown University

Downey, Margaret Mary B
Assistant Professor
PhD, University of California, Berkeley

Doyle-Meyers, Lara A
Associate Professor and Veterinarian

DVM, Louisiana State University

Dr Mukhtar, Maryam
Postdoc Fellow

Drouin, Arnaud
Assistant Professor
MD, Faculte De Medecine Pierre

Drury, Stacy
Professor
PhD, Louisiana State University

Duchesne, Juan C
Professor
MD, Ponce School of Medicine and Health Science

Dufour, Jason P
Associate Professor and Veterinarian
DVM, Louisiana State University

Duggan, James E
Associate Professor
JD, University of Mississippi

Duitch, Suri
Dean
PhD, CUNY Graduate Center

Dulaney, Edward M
Associate Professor
PhD, Brandeis University

Dumont, Aaron Sean
Professor
MD, University at Calgary - Canada

Dumonteil, Eric Olivier
Associate Professor
PhD, University of North Carolina-Chapel Hill

Dunaway, Lauren E
Professor of Practice
PhD, Tulane University

Dunn, Christopher J
Professor
PhD, Brown University

Dupre, Maurice J
Associate Professor
PhD, University of Pennsylvania

Duthu, Stacie
Instructor
MSN, Southeastern University

Dvorak, Christopher T
Clinical Instructor
MS, Northwestern University

Dwyer, John Lawson Delaveau
Assistant Professor
DO, Philadelphia Clg Osteopathic Medicine

E

Eagleton, Bernard
Assistant Professor
MD, Southern Illinois University

Ebinger, Cynthia J
Professor
PhD, Massachusetts Institute of Technology

Ebrahim, Sherif A
Professor of Practice
PhD, Oklahoma State University

Edwards, Brian T
Dean
PhD, Yale University

Edwards, John H
Associate Professor
PhD, University of Maryland, College Park

Edwards, Maura Kathryn Elizabeth (Kathryn)
Associate Professor
PhD, University of Toronto - Canada

Eftekhari, Saeede
Assistant Professor
PhD, SUNY at Buffalo

Egan, Patrick J.W.
Associate Professor
MFA, University of North Carolina-Chapel Hill

Ehrlich, Melanie
Professor
PhD, SUNY at Stony Brook

Eisele, Thomas
Professor
PhD, Tulane University

El-Dahr, Samir S
Professor
MD, University of Aleppo, Syria

Ellis, George S Jr
Clinical Professor
MD, Tulane University

Eloueini, Ammar
Professor
MAST-Other, Columbia University

Elzamy, Kareem
Assistant Professor
MD, Ain Shams University, Cairo

Emerenini, Uzodinma C
Assistant Professor
MD, University of Rochester

Emin, Mustafa
Visiting Assistant Professor

PhD, University of Florida

Emmerson, Allison Lucille
Associate Professor
PhD, University of Cincinnati

Engel, Astrid M
Associate Professor
PhD, Louisiana State University

Engler-Chiurazzi, Elizabeth B
Assistant Professor
PhD, Arizona State University

Epstein, Jacqueline
Professor of Practice
MLS, University of Alabama

Erickson, AnnieLaurie
Associate Professor
MFA, School of Art Institute of Chicago

Ernest dit Alban, Edmond
Assistant Professor
PhD, Concordia University - Sir George W - Canada

Errami, Youssef
Assistant Professor
PhD, Louisiana State University

Escarra, Matthew D
Associate Professor
PhD, Princeton University

Escher, Alice Pascal
Associate Professor
MFA, Temple University

Estrada-Belli, Francisco Guillerno
Research Assistant Professor
PhD, Boston University

Evers, Patrice B
Assistant Professor Clinical Pediatrics
MD, University of Wisconsin-Madison

Ezell, Mary B
Assistant Professor
MD, Louisiana State University

F

Fadok, Jonathan
Assistant Professor
PhD, University of Washington

Falaky, Faycal
Associate Professor
PhD, New York University

Fan, Jia
Assistant Professor
PhD, Jilin University, China

Fang, Jennifer S

Assistant Professor
PhD, University of Arizona

Farah, Abdullahi M
Visiting Assistant Professor
MFA, Tulane University

Farajbakhsh Mamaghani, Fariba (Fariba)
Visiting Assistant Professor
PhD, University of Texas at Dallas

Farge, Justin
Assistant Professor
MD, Louisiana State University

Farrer, Emily C
Assistant Professor
PhD, University of Michigan

Fauci, Lisa J
Professor
PhD, New York University

Faul, Timothy D
Assistant Professor
MD, Louisiana State University

Favre, Hayley H
Instructor
MD, Louisiana State University

Favret, Anne
Instructor
MSN, Louisiana State University

Febry, Ricardo
Assistant Professor
MD, University of Puerto Rico

Fedtke, Joerg Michael
Professor
PhD, University of Hamburg

Fee, C. Edward IV
Professor
PhD, Florida State University

Feibelman, Adam
Professor
JD, Yale University

Feldman, Gabriel A
Professor
JD, Duke University

Feoli, Ludovico
Research Professor
PhD, Tulane University

Ferdinand, Keith Copelin
Professor
MD, Howard University

Fernandez Alonso, Camilo

Assistant Professor
MD, William C. Gorgas School of Health Sciences

Fernandez Ugidos, Irene
Postdoc Fellow

Ferreira, Regardt J
Associate Professor
PhD, University of Louisville

Ferris, Kathleen G
Assistant Professor
PhD, Duke University

Fertel, Rien T
Visiting Assistant Professor
PhD, Tulane University

Fettweis, Christopher J
Professor
PhD, University of Maryland, College Park

Figley, Charles R
Professor
PhD, Penn State University

Finelli, Julianna M
Assistant Professor
MD, Tulane University

Finger, Julie Laurence
Assistant Professor Clinical Pediatrics
MD, University of Texas at Austin

Fink, Mark J
Professor
PhD, University of Wisconsin-Madison

Fischer, Tracy
Associate Professor
PhD, Temple University

Fitts, Michael Andrew
President
JD, Yale University

FitzGibbons, Jennifer
Instructor
MSN, Yale University

Flanagan, Craig
Professor of Practice
PhD, University of Miami

Fleckman, Julia M.
Assistant Professor
PhD, Tulane University

Flemington, Erik K
Professor
PhD, Louisiana State University

Flora, Holly (Holly)
Professor

PhD, New York University

Flowers, George C
Associate Professor
PhD, University of California, Berkeley

Foa, Michelle A
Associate Professor
PhD, Princeton University

Foldes, Peter J
Associate Professor
MD, Drexel University

Fonseca, Vivian A
Professor
MD, University of Bombay (University of Mumbai, India)

Force, Robert
Professor
LLM, New York University

Ford, Elizabeth Fucich
Professor of Practice
PhD, Texas Health and Science University

Foreman, John Sanders III
Lecturer
MBA, Louisiana State University

Forman, Robin
Senior Vice President
PhD, Harvard University

Forstall, Jennifer
Instructor
MSN, University of South Alabama

Fortenberry, Brent R
Associate Professor
PhD, Boston University

Foster, Kimberly L
Dean
PhD, Cornell University

Fotino, Alina Domnica
Assistant Professor
MD, Albert Einstein Medical Center

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

Fowler, Brittnie
Assistant Professor
MD, Ibero-American University, Mexico City, Mexico

Franquilla, Thomas
Assistant Professor
MD, Tufts University

Francois, Samantha
Assistant Professor

PhD, Tulane University

Frank, Hannah K
Assistant Professor
PhD, Stanford University

Franklin, David Scott
Professor of Practice
PhD, Louisiana State University

Frasch, Elmer Thomas III
Lecturer
BS, Colgate University

Frazel, Thomas Dooley
Associate Professor
PhD, University of California (UCLA)

Freiberg, John
Assistant Professor
MD, Tulane University

Freiberg, Mary K
Instructor
MS, University of Pennsylvania

Frey, Wesley D
Postdoc Fellow

Freytag, Lucia C
Associate Professor
PhD, Tulane University

Friedenberg, Netanel
Postdoc Fellow

Friedlander, Paul L
Professor
MD, Louisiana State University

Fritzsche, Christopher Fraser
Assistant Professor
MD, Tulane University

Fumurescu, Alin
Visiting Research Professor
PhD, Indiana University-Bloomington

Fusco, Dahlene
Assistant Professor
MD, Albert Einstein Medical Center

Fuselier, Joseph A
Assistant Professor
MBA, Tulane University

Fuster, Melissa
Associate Professor
PhD, Tufts University

G

Gadir, Bouchaib
Senior Professor of Practice

PhD, University of Louisiana at Lafayette

Gage, Anastasia J
Professor
PhD, University of Pennsylvania

Gaines, Jason
Professor of Practice
PhD, Brandeis University

Gajda, Amy
Professor
JD, Wayne State University

Galagan, Robert
Assistant Professor
MD, Saint Louis University

Galazo, Maria J
Assistant Professor
PhD, Autonoma University of Madrid, Spain

Galeas Pena, Trilce Michelle (Michelle)
Postdoc Fellow
PhD, University of New Orleans

Gallagher, Amanda
Assistant Professor
PhD, Florida State University

Galvani, Carlos A
Professor
MD, Facultad De Medicina Universidad Nacional De Cordoba

Gama de Cossio, Borja
Professor of Practice
PhD, University of Massachusetts-Amherst

Gambala, Cecilia Tolo
Assistant Professor
MD, Tulane University

Garcia, Amanda R
Professor of Practice
PhD, Texas A&M University-Corpus Christi

Garcia, Guadalupe
Associate Professor
PhD, University of North Carolina-Chapel Hill

Garcia, Ruben
Assistant Professor
PhD, Roma Tre University (Italy)

Gard, Wayne Ronald
Professor of Practice
PhD, University of Arizona

Garner, Sarah
Instructor
MS, Tulane University

Garrett, Daniel Kristian
Assistant Professor

MD, University of Texas at Austin

Garry, Robert F
Professor
PhD, University of Texas at Austin

Gasparini, Nicole M
Associate Professor
PhD, Massachusetts Institute of Technology

Gaver, Donald P III
Professor
PhD, Northwestern University

Ge, Dongxia
Assistant Professor
MD, Sichuan University

Geddes, Leslie Ann
Assistant Professor
PhD, Princeton University

Gelfand, Ryan M
Professor of Practice
PhD, Northwestern University

Geng, Xianjun
Professor
PhD, University of Texas at Austin

George, Amy
Senior Professor of Practice
PhD, Tulane University

Gerson, Merissa
Visiting Assistant Professor
MFA, Naropa University

Ghimire, Jenisha
Postdoc Fellow

Ghinea, Vlad
Senior Professor of Practice
MFA, Tulane University

Ghosh, Abhishek
Visiting Assistant Professor
PhD, Northwestern University

Gibb, Bruce
Professor
PhD, Robert Gordon University - Scotland

Gibson, Jennifer W
Associate Professor
PhD, University of New Orleans

Gilbert, William
Assistant Professor
MD, University of Mississippi

Gillis, Heather J
Clinical Assistant Professor
PhD, Tulane University

Gilpin, Robert B
Associate Professor
PhD, Yale University

Gin, Steven
Professor of Practice
PhD, University of Hawaii at Manoa

Giri, Kuldeep
Postdoc Fellow

Gistand, Constance M
Assistant Professor
MD, University of Iowa

Gladden, Paul B
Associate Professor Clinical Orthopedics
MD, Columbia University

Glass, Marcia H
Associate Professor
MD, Georgetown University

Glasser, Ryan Thomas
Associate Professor
PhD, Louisiana State University

Glatt-Holtz, Nathan Edward
Associate Professor
PhD, University of Southern California

Glavan, Mary
Instructor
PhD, Carnegie Mellon University

Gleason, Shekinah
Instructor
MSN, Louisiana State University

Gleckler, Elisabeth A
Clinical Associate Professor
PhD, Tulane University

Glibetic, Natalija
Postdoc Fellow

Gneid, Hassan
Postdoc Fellow

Godbey, W T
Associate Professor
PhD, Rice University

Godebo, Tewodros R
Assistant Professor
PhD, Ferrara University, Italy

Godshall, Lauren E
Clinical Assistant Professor
JD, New York University

Goes, Paulo B
Dean
PhD, University of Rochester

Goldsmith, Jay P
Professor
MD, Albert Einstein Medical Center

Goldvarg-Abud, Inna
Instructor
MSN, Frontier Nursing University

Gomez, Antonio Daniel
Associate Professor
PhD, University of Pittsburgh

Gonzales, Melissa
Professor
PhD, University of California, Berkeley

Gonzalez, Mauricio
Professor of Practice
PhD, Tulane University

Goodenough, Amelia Chisolm
Assistant Professor
MD, Drexel University

Goodwin, Bruce M
Associate Professor
MARCH, University of California (UCLA)

Gordley, James R
Professor
JD, Harvard Law School

Gordon-Garofalo, Valerie L
Clinical Assistant Professor
PhD, University of Texas at Austin

Gotham, Kevin F
Professor
PhD, University of Kansas

Graber, Jessica
Senior Professor of Practice
PhD, Tulane University

Grace, Amy Nicole
Assistant Professor
MD, University of Alabama at Birmingham

Gragert, Loren
Assistant Professor
PhD, University of Minnesota-Twin Cities

Graham, Caroline S
Instructor
MAST-Other, Louisiana State University

Gramates, Peggy
Assistant Professor
MD, Washington University

Grant, Brooke
Senior Professor of Practice
PhD, SUNY at Buffalo

Grant, Kelly A
Professor of Practice
MA, University of New Orleans

Grasperge, Brooke F
Associate Professor
DVM, Louisiana State University

Gray, Cathy L
Professor of Practice
MAST-Other, University of Mississippi

Gray, Sarah
Associate Professor
PhD, University of Massachusetts-Boston

Grayson, Scott M
Professor
PhD, University of California, Berkeley

Gredil, Oleg
Associate Professor
PhD, University of North Carolina-Chapel Hill

Gregorian, Tamar Grace
Professor of Practice
MAST-Other, Louisiana State University

Gremillion, Chad
Assistant Professor
MD, Louisiana State University-Shreveport

Grewal, Himmat
Assistant Professor
MD, Kasturba Medical College, India

Griffin, Matthew
Instructor
MFA, University of Iowa

Griffin, Stephen M
Professor
LLM, New York University

Groome, Sanda Beacit
Senior Professor of Practice
JD, Louisiana State University

Grossmann, Françoise
Clinical Assistant Professor
MPH, Tulane University

Gu, Cong
Postdoc Fellow

Gugel, Jonathan M
Clinical Assistant Professor
MD, Tulane University

Guider, Jr., Benjamin Alfred
Clinical Assistant Professor
MD, Tulane University

Guidry, Benjamin

Clinical Assistant Professor
MD, Louisiana State University

Guidry, Chrissy
Assistant Professor
DO, Des Moines University

Gularte, Louis R
Visiting Assistant Professor
PhD, Brown University

Gunderson, Alexander
Assistant Professor
PhD, Duke University

Gunshol, Jeffrey
Senior Professor of Practice
MFA, University of Utah

Gupta, Neel D
Assistant Professor
MD, Tulane University

Gustat, Jeanette
Clinical Associate Professor
PhD, Tulane University

Guy, Megan H
Professor of Practice
JD, Tulane University

Guzman, Eduardo
Lecturer
PhD, Tulane University

H

Ha, Tai H
Professor
PhD, Queen's University at Kingston - Canada

Hai, Hang (Audrey)
Assistant Professor
PhD, University of Texas at Austin

Halat, Shams K
Associate Professor
MD, American University of Beirut - Lebanon

Haley, Chanell
Postdoc Fellow

Halverson, Nathan
Professor of Practice
MFA, Virginia Commonwealth University

Hamm, Jihae Wee (Sophia)
Assistant Professor
PhD, The Ohio State University

Hamm, Jihun
Associate Professor
PhD, University of Pennsylvania

Hamm, Lotuce Lee (Lee)

Professor
MD, University of Alabama at Birmingham

Hammack, Amanda Y
Research Assistant Professor
PhD, Louisiana State University

Hammer, Rachel R
Assistant Professor
MD, Mayo Clinic, College of Medicine

Han, Benjamin
Assistant Professor
PhD, New York University

Han, Jeffrey
Associate Professor
MD, Johns Hopkins University

Han, Manjong
Senior Professor of Practice
PhD, Sogang University, South Korea

Hancock, Catherine P
Professor
SJD, University of Chicago

Handl, Gunther
Professor
JD, Yale University

Hanemann, Cynthia Webre
Professor
MD, Louisiana State University

Hansel, Tonya C
Associate Professor
PhD, Tulane University

Hanson, Stephen S
Associate Professor
PhD, Georgetown University

Harris, Charles T
Assistant Professor
MD, George Washington University

Harris, Douglas Norman
Professor
PhD, Michigan State University

Harris, Emily H
Clinical Instructor
MPH, Tulane University

Harris, Kendra M
Associate Professor
MD, Johns Hopkins University

Harris, Ronna S
Associate Professor
MFA, University of California-Santa Barbara

Harrison, Laura M

Research Assistant Professor
PhD, Tulane University

Harville, Emily
Associate Professor
PhD, University of North Carolina-Chapel Hill

Hasan, Md Mehedi
Postdoc Fellow

Hassig, Susan Elizabeth
Clinical Associate Professor
DPH, Tulane University

Hastings, Waylon J
Postdoc Fellow

Hauck, Margaret J
Assistant Professor
PhD, University of Connecticut

Haugeberg, Karissa Ann
Associate Professor
PhD, University of Iowa

Hawkins, Jamar
Visiting Assistant Professor
MFA, New York University

Hawkins, Marshall
Clinical Instructor
DNL, Louisiana State University

Hayes, Deidre Denise
Professor of Practice
MSW, Tulane University

Hayley, Barbara
Professor
MFA, New York University

Haynes, Gary
Professor
MD, Case Western Reserve University

He, Fengei
Associate Professor
PhD, Tulane University

He, Hua
Associate Professor
PhD, University of Rochester

He, Jiang
Professor
MD, Johns Hopkins University

He, Yumei
Assistant Professor
PhD

Healey, John Joseph
Assistant Professor
PhD, University of Maryland, College Park

Heard, Wendell Malcolm Rogan
Associate Professor
MD, Tulane University

Hearne, Elizabeth
Postdoc Fellow

Hebert, Thomas Joseph
Senior Professor of Practice
PhD, Tulane University

Hegde, Yatish
Lecturer
MS, Syracuse University

Heianza, Yoriko
Research Assistant Professor
PhD, University of Tsukuba - Japan

Heinrich, Stephen Douglas
Professor
MD, University of Arizona

Heitz, Amanda
Assistant Professor
PhD, University of Minnesota-Twin Cities

Heller, Sherryl S
Associate Professor
PhD, University of New Orleans

Hellstrom, Wayne J
Professor
MD, McGill University - Canada

Helmcke, Frederick R
Associate Professor
MD, Universidad Popular Autonoma Del Estado De Puebla, Mexico

Hendel, Robert C
Professor
MD, George Washington University

Hengl, Lauri Frances
Instructor
MAST-Other, Loyola University Chicago

Henry, Donata
Senior Professor of Practice
PhD, Tulane University

Henry, Marissa A
Visiting Assistant Professor
PhD, University of California, Berkeley

Herhuth, Eric
Assistant Professor
PhD, University of Wisconsin-Milwaukee

Hering-Smith, Kathleen S
Associate Professor
PhD, Tulane University

Herman, Michael

Professor
PhD, University of Chicago

Hernandez, Julie H
Associate Professor
PhD, University of Paris, France

Herrera, Claudia Patricia
Assistant Professor
PhD, Universidad De Los Andes, Colombia

Herrera, Eduardo
Associate Professor
MD, University of Costa Rica

Heumann, Allyson J
Professor of Practice
MAST-Other, University of Scranton

Hextrum, Shannon
Assistant Professor
MD, Loyola University Chicago

Hidarilak, Neda
Assistant Professor
MD, University of Tehran, Iran

Higashi, Yusuke
Associate Professor
PhD, University of Tokyo

Hilands, Adele Coline Marion
Visiting Assistant Professor
MA, Tulane University

Hill, Amanda Kruger
Professor of Practice
EdD, Johns Hopkins University

Hill, Steven M
Professor
PhD, University of Arizona

Hinkle, David M
Professor
MD, West Virginia State University

Hinshaw-Fuselier, Sarah S
Assistant Professor
PhD, University of Texas at Austin

Hlass, Laila Laurice
Clinical Professor
LLM, Georgetown University

Ho, Lindsey A
Clinical Assistant Professor
PhD, University of North Carolina-Chapel Hill

Hoeffel, Janet C
Professor
JD, Stanford University

Hoerger, Michael P

Associate Professor
PhD, Central Michigan University

Hoff, Clarissa Jo Beutler (Clare)
Assistant Professor
MD, Creighton University

Hoffman, Aaron E
Clinical Assistant Professor
PhD, Yale University

Hoffmann, Andrew R
Postdoc Fellow

Hoffmann, Joseph P
Postdoc Fellow

Hogg, Michael H
Senior Professor of Practice
JD, Tulane University

Holliday, Trenton Webster
Professor
PhD, The University of New Mexico

Holman, Mirya
Associate Professor
PhD, Claremont Graduate University

Holtcamp, Victor R
Associate Professor
PhD, University of Washington

Honer Zu Bentrup, Kerstin
Associate Professor
PhD, University of Osnabrück - Germany

Hoover, Gary A
Executive Director
PhD, Washington University

Hoover, Robert S
Professor
MD, University of California (UCLA)

Horowitz, Brian J
Professor
PhD, University of California, Berkeley

Horwitz, Ilana
Assistant Professor
PhD, Stanford University

Hossain, Md Istiak
Postdoc Fellow

Hotchkiss, David (David)
Professor
PhD, University of North Carolina-Chapel Hill

Howard, Harry D
Associate Professor
PhD, Cornell University

Howell, Meghan Parrott

Assistant Professor
MD, Tulane University

Hu, Kelin
Research Assistant Professor
PhD, East China Normal University

Hu, Ye Y
Professor
PhD, University of Texas at Austin

Hua, Fang
Postdoc Fellow

Huang, Chiung-Kuei
Assistant Professor
PhD, University of Rochester

Huang, Hai
Associate Professor
PhD, Chinese Academy of Sciences

Huck, James D Jr.
Administrative Associate Professor
PhD, Tulane University

Huddleston, Joshua Corben
Instructor
MD, Louisiana State University

Humphreys, Laura-Zoe
Assistant Professor
PhD, University of Chicago

Huntwork, John
Clinical Assistant Professor
MD, University of Chicago

Huntwork, Margaret Prat
Assistant Professor
MD, Tulane University

Huppi, John Waldron
Lecturer
MSRED, Tulane University

Hutchinson, Paul L
Professor
PhD, University of North Carolina-Chapel Hill

Iberico, Mariano Matias
Assistant Professor
MD, Wright State University

Ice, Robyn Elizabeth
Senior Professor of Practice
JD, Georgia State University

Imma, Zetoile
Assistant Professor
PhD, University of Virginia

Induru, Jayachandra

Assistant Professor
MD, Kurnool Medical College, India

Intapad, Suttira
Assistant Professor
PhD, Mahidol University, Thailand

Irimpen, Anand
Professor
MD, Grant Medical College and Sir Jamshedjee Jeejeebhoy Group of
Hospitals, India

Isaac, Elliott W
Assistant Professor
PhD, University of Virginia

Isaacson, Walter
University Professor
MA, Oxford Graduate School

Isasi Gutierrez, Blas
Visiting Assistant Professor
MFA, Tulane University

Ismael, Saifudeen
Instructor
PhD, Sree Chitra Tirunal Institute for Medical Sciences & Technology

Ivester, Sukari
Professor of Practice
PhD, University of Chicago

Iwanaga, Jo
Associate Professor
PhD, Kurume University, Japan

Izadpanah, Reza
Assistant Professor
DVM, University of Tehran, Iran

J

Jack, Katharine M
Professor
PhD, The University of Alberta

Jackson, Colin
Assistant Professor
PhD, Brown University

Jackson, James
Associate Professor
PhD, University of Texas at Austin

Jackson, Jennifer
Assistant Professor
PhD, Brown University

Jackson, Neal M
Assistant Professor
MD, University of Texas at San Antonio

Jackson-Weaver, Olan
Assistant Professor

PhD, The University of New Mexico

Jacob, Leah
Assistant Professor
MD, Louisiana State University

Jacobsen, Heiko
Senior Professor of Practice
PhD, University at Calgary - Canada

Jameson, Samuel B
Postdoc Fellow

Janbain, Maissaa
Associate Professor
MD, Lebanese American University - Lebanon

Jang, Hongseok
Assistant Professor
PhD, University of Florida

Japa, Shanker
Associate Professor
PhD, Jawaharlal Nehru University, India

Jaramillo, Arley G
Clinical Assistant Professor
MD, Ponce School of Medicine and Health Science

Jaubert, Lisa M
Assistant Professor
MD, Louisiana State University

Jayawickramarajah, Janarthanan
Professor
PhD, University of Texas at Austin

Jazwinski, Barbara Maria
Professor
PhD, City University - England

Jazwinski, Stanislaw M
Professor
PhD, Stanford University

Jensen, Joan F
Senior Professor of Practice
MFA, Tulane University

Jeon, Hoonbae
Professor
MD, Seoul College of Medicine

Jeong, Hyoju
Visiting Assistant Professor
PhD, University of Minnesota-Twin Cities

Jernegan, Jeremy H
Professor
MFA, San Jose State University

Ji, Junyuan
Professor
PhD, University of Washington

Ji, Xiang
Assistant Professor
PhD, North Carolina State University-Raleigh

Jiang, Han
Assistant Professor
PhD, Arizona State University

Jiang, Xin
Assistant Professor
PhD, The Ohio State University

Jiang, Yinghua
Postdoc Fellow

Jin, Xuanyi
Postdoc Fellow

John, Vijay T
Professor
PhD, Columbia University

Johnson, Brian
Associate Vice President
EdD, Drexel University

Johnson, Colleen J
Associate Professor
MD, Johns Hopkins University

Johnson, Janet E
Associate Professor
MD, University of Missouri - Columbia

Johnson, Katherine
Associate Professor
PhD, Penn State University

Johnson, Kendrick D
Assistant Professor
MD, Louisiana State University-Shreveport

Johnson, Thomas R
Professor
PhD, University of Louisville

Jones, Charles D
Visiting Assistant Professor
BARC, Louisiana State University

Jones, Jacey Christina
Assistant Professor
MD, Baylor College of Medicine

Jones, Kevin Henry
Professor
MFA, Yale University

Jones, Michael
Visiting Assistant Professor
PhD, Tulane University

Jones, Steven D
Assistant Professor

MD, Tulane University

Jones, Tiffanie V
Clinical Assistant Professor
PhD, Howard University

Jordan, Lisa W
Clinical Professor
LLM, Tulane University

Joslyn, John
Assistant Professor
MD, University of Virginia

Jover Biboum, Margarita
Professor
MARCH, Polytechnic University of Catalonia, Spain

Joyce, Michael O
Senior Professor of Practice
PhD, Brown University

Juan Lozano, Carlos
Professor of Practice
PhD, University of Valencia - Spain

K

Kahn, Margie A
Associate Professor
MD, Tulane University

Kala, Margaret HS
Assistant Professor
MD, University of Tennessee

Kalos-Kaplan, Elizabeth Anne
Professor of Practice
PhD, Tulane University

Kamat, Rahul V
Assistant Professor
MD, St. George's University, School of Medicine - Grenada

Kandil, Emad
Professor
MD, Cairo University, Egypt

Kapadia, Nishad
Associate Professor
PhD, University of North Carolina-Chapel Hill

Kaplan, Lev
Professor
PhD, Harvard University

Kappeler, Erin J
Assistant Professor
PhD, Tufts University

Kareem, Keena M
Professor of Practice
PhD, Louisiana State University

Karubian, Jordan Oliver

Professor
PhD, University of Chicago

Kastl, Peter Robert
Professor
MD, Tulane University

Katakam, Prasad V
Associate Professor
PhD, University of Georgia

Katin, Nicole Marie
Professor of Practice
PhD, Tulane University

Katner, David R
Clinical Professor
JD, Tulane University

Kaur, Amitinder
Professor
PhD, University of Madras, India

Kawasaki, Lumie
Associate Professor
MD, University of Pittsburgh

Kazan, Osman
Professor of Practice
PhD, University of Texas at Dallas

Kearney-Bagneris, Amanda Leonard (Mia)
Associate Professor
PhD, Harvard University

Keating, Joseph A
Professor
PhD, Tulane University

Keenan, Jesse M
Associate Professor
PhD, Delft University of Technology

Kehoe, Dennis P
Professor
PhD, University of Michigan

Keil, Irene
Senior Professor of Practice
MARCH, University of California (UCLA)

Kelley, Anna
Assistant Professor
PSYD, University of Denver

Kelly Hopfenblatt, Alejandro
Postdoc Fellow

Kelly, Dennis Clayton Jr.
Associate Professor
MD, University of Arkansas

Kelly, Elizabeth
Assistant Professor

MD, Tulane University

Kemsley, Deen
Associate Professor
PhD, University of North Carolina-Chapel Hill

Kendall, Carl
Professor
PhD, University of Rochester

Kennedy, Brittany Powell
Senior Professor of Practice
PhD, University of South Carolina

Kenney, Sally J
Professor
PhD, Princeton University

Keyes, Angela W
Associate Professor
PhD, University of New Orleans

Khambu, Bilon
Assistant Professor
PhD, Kyoto University

Khan, Pervez A
Assistant Professor
MD, University of Mississippi

Khan, Yasin
Assistant Professor
MD, Saba University School of Medicine

Khanna, Rajat
Assistant Professor
PhD, University of North Carolina-Chapel Hill

KHATUN, MST SHAMIMA
Postdoc Fellow

Khirfan, Diala
Assistant Professor
MD, Jordan University of Science and Technology

Khismatullin, Damir B
Associate Professor
PhD, Bashkir State University, Russia

Khunkhun, Vininder Singh
Assistant Professor
MD, Ross Medical Education Center

Kiel, Christina
Senior Professor of Practice
PhD, University of New Orleans

Killackey, Mary
Professor
MD, Columbia University

Kim, Irang
Assistant Professor
PhD, University of Georgia

Kim, Sangkyu
Assistant Professor
PhD, University of Iowa

Kinnard, Judith A
Professor
BARCH, Cornell University

Kinzie, Amy S
Instructor
MSN, Louisiana State University

Kirwin, Paul D
Professor
MD, University of Rochester

Kissinger, Patricia
Professor
PhD, Tulane University

Kleinpeter, Myra A
Associate Professor
MD, Tulane University

Kleiss, Barbara A
Research Professor
PhD, Louisiana State University

Klingler, Thomas A
Associate Professor
PhD, Indiana University-Bloomington

Klingsberg, Ross C
Associate Professor
MD, Tulane University

Koehl, Kristen
Instructor
MSN, University of South Alabama

Kohler, Michelle Delila
Associate Professor
PhD, University of Oregon

Kokkiou, Chara
Visiting Assistant Professor
PhD

Koksal, Ali Riza
Postdoc Fellow

Kolls, Jay K
Professor
MD, University of Maryland, Baltimore

Komendarczyk, Rafal
Associate Professor
PhD, Georgia Institute of Technology

Kondkar, Becki T
Clinical Professor
JD, University of North Carolina-Chapel Hill

Koplitz, Brent Douglas

Professor
PhD, Princeton University

Koss, Eugene H
Professor
MFA, Temple University

Kostner, Pia Ursula
Professor of Practice
MA, University of New Orleans

Kraker, Jessica Brand
Assistant Professor
MD, Temple University

Krane, Louis S
Assistant Professor
MD, Tulane University

Krane, N Kevin
Professor
MD, Tulane University

Kreidieh, Omar
Assistant Professor
MD, American University of Beirut - Lebanon

Kreisman, Norman R
Professor
PhD, Drexel University

Kronlund, Mathias J
Assistant Professor
PhD, University of Chicago

Krousel-Wood, Marie A
Professor
MD, Louisiana State University

Krueger, Evan A
Assistant Professor
PhD, University of California (UCLA)

Krupa, Jake J
Assistant Professor
PhD, University of Miami

Ku, Timothy
Assistant Professor
MD, Northwestern University

Kuban, Scott
Assistant Professor
PhD, Texas A&M University

Kuczynski, Michael P
Professor
PhD, University of North Carolina-Chapel Hill

Kumar, Prerna
Assistant Professor
PhD, Jawaharlal Nehru University, India

Kunze, Peter C

Visiting Assistant Professor
PhD, University of Texas at Austin

Kurdia, Anastasia
Senior Professor of Practice
PhD, University of Texas at Dallas

Kwaske, Ilianna
Professor of Practice
PhD, Illinois Institute of Technology

Kyomuhangi, Irene
Postdoc Fellow

L

Labbe, Andre
Instructor
MS, Ola Grimsby Institute

Lacey, michelle R
Associate Professor
PhD, Yale University

Lackey, Jeffrey
Assistant Professor
MD, Uniformed Services University

Lafaye, Kristina Mathews
Assistant Professor
MD, Tulane University

Lai, Chun-Ming
Postdoc Fellow

Lalka, Robert T
Professor of Practice
MAST-Other, Duke University

Landry, Michael D
Associate Professor
MD, Tulane University

Landry, Samuel J
Professor
PhD, Louisiana State University

Lane, Kris Eugene
Professor
PhD, University of Minnesota-Twin Cities

Lang, Julia Schneider
Professor of Practice
MS, Oregon State University

Lara Reyes, Mabel
Instructor
BA

Larrieu, Julie A
Professor
PhD, Purdue University

Larson, Herbert Victor
Senior Professor of Practice

JD, Loyola University New Orleans

Lasky, Joseph A
Professor
MD, University of Minnesota-Twin Cities

LaVeist, Thomas A
Dean
PhD, University of Michigan

LaViers, Lisa
Assistant Professor
PhD, Emory University

Laviolette, Cynthia
Instructor
MAST-Other, University of Colorado-Denver

Lawson, Adam B
Assistant Professor
PhD, University of Colorado-Denver

Lawson, Louise B
Assistant Professor
PhD, Tulane University

Lay, Jennifer Celeste (Celeste)
Professor
PhD, University of Maryland, College Park

Layton, Jodi
Assistant Professor
MD, University of Texas at Austin

Lazar, Zachary Lane
Professor
MFA, University of Iowa

Le Jemtel, Thierry
Professor
MD, University of Rouen - France

Leak, Halima
Professor of Practice
PhD, New York University

LeBar, Mark
Visiting Research Professor
PhD, University of Arizona

Leber, Andrew M
Assistant Professor
PhD, Harvard University

Ledet, Elisa Marie
Instructor
PhD, Louisiana State University

LeDoux, Elma Ireland
Professor
MD, Tulane University

Lee, Hyemin
Postdoc Fellow

Lee, Jean-Pyo
Assistant Professor
PhD, University of Chicago

Lee, Katharine
Assistant Professor
PhD, University of Illinois at Urbana-Champaign

Lee, Sean Bong
Associate Professor
PhD, SUNY-Downstate Medical Center

Lee, Seoungwoo
Assistant Professor
PhD, University of Maryland, College Park

Lefante, John J Jr.
Professor
PhD, University of Alabama at Birmingham

Legshe, Ngawang
Clinical Assistant Professor
MSW, Tulane University

Leguizamon, Amalia
Associate Professor
PhD, City University - England

Lei, Ming
Visiting Assistant Professor
PhD, Purdue University

Leissinger, Cindy A
Professor
MD, Tulane University

Lepingwell, Carlotta
Clinical Assistant Professor
JD, University of Ottawa - Canada

Leslie, Camilo A
Assistant Professor
PhD, University of Michigan

Lesmond, David Anthony
Associate Professor
PhD, Buffalo State College (SUNY)

Leung, Wai Lun (Eugina)
Assistant Professor
PhD, Erasmus University, The Netherlands

Levy, Laura S
Professor
PhD, University of California-Irvine

Levy, Maxwell H
Assistant Professor
MD, Tulane University

Levy, Rachel K
Visiting Assistant Professor
MFA, California Institute of the Arts

Levy, Shauna
Assistant Professor
MD, University of Texas at Austin

Lewis, Brian E
Assistant Professor
MD, Tulane University

Lewis, Joshua
Research Associate Professor
PhD, Stockholm University, Stockholm, Sweden

Lewis, Marva Leatrice
Associate Professor
PhD, University of Colorado-Boulder

Lewis, Nghana T
Associate Professor
PhD, University of Illinois at Urbana-Champaign

Ley, Sylvia H
Assistant Professor
PhD, University of Toronto - Canada

Li, Changwei
Assistant Professor
PhD, Tulane University

Li, Chenzhong
Professor
PhD, Kumamoto University

Li, Jian
Associate Professor
PhD, North Carolina State University-Raleigh

Li, Ming
Associate Professor
PhD, Shanghai Jiaotong University, China

Li, Shitao
Associate Professor
PhD, Wuhan University

Li, Simin
Assistant Professor
PhD, Northwestern University

Li, Xiang
Postdoc Fellow

Li, Xiao
Associate Professor
MD, Guangxi Medical University

Li, Yiping
Professor
PhD, Shanghai Institution of Biochemistry

Li, Yuanyuan
Postdoc Fellow

Li, Yuwen
Assistant Professor

PhD, Tulane University

Lim, Chan
Visiting Assistant Professor
PhD, Purdue University

Limbaugh, Robert Stone
Assistant Professor
MD, University of South Alabama

Lin, Dong
Instructor
PhD, Peking University, China

Lin, Tiffany
Associate Professor
MARCH, Harvard University

Lin, Yilu
Research Assistant Professor
PhD, Tulane University

Lin, Zhen
Associate Professor
MD, University of Iowa

Linden, Callie A
Assistant Professor
MD, University of Louisville

Lindsey, Sarah H
Associate Professor
PhD, Louisiana State University

Lipman, Jana Kate
Professor
PhD, Yale University

Lipton, Ann Meredith
Associate Professor
JD, Harvard Law School

Liu, Gang
Postdoc Fellow

Liu, Hong
Associate Professor
PhD, Hong Kong Polytechnic, China

Liu, Hongbing
Assistant Professor
PhD, Hong Kong Polytechnic, China

Liu, Jiao
Assistant Professor
MD, Jiangnan University, China

Liu, Mengmeng
Postdoc Fellow

Liu, Nianli
Postdoc Fellow

Liu, Ning
Assistant Professor

PhD, Hunan Normal University, China

Liu, Xiaowen (Kevin)
Professor
PhD, City University of Hong Kong

Liu, Yaozhong
Associate Professor
PhD, Creighton University

Lockman, Jeffrey J
Professor
PhD, University of Minnesota-Twin Cities

Loeffler, Maarten
Visiting Assistant Professor
PhD, Utrecht University

Londono-Renteria, Berlin L
Assistant Professor
PhD, Tulane University

Long, Wei
Associate Professor
PhD, Texas A&M University

Longmire, Natalie H
Assistant Professor
PhD, University of Texas at Austin

Longo, Michele T
Assistant Professor
MD, Tulane University

Loomis, Ilia D
Visiting Assistant Professor
BFA, New York University

Lopez, Ana M
Professor
PhD, University of Iowa

Lopreore, Courtney Lynn
Professor of Practice
PhD, University of Texas at Austin

Love, Mary Casey
Senior Professor of Practice
PhD, Tulane University

Lovelace, Bruce
Assistant Professor
MD, Louisiana State University-Shreveport

Loveless, Megwen May
Senior Professor of Practice
PhD, Harvard University

Lovre, Dragana
Associate Professor
MD, St. Matthew's University, Cayman Islands

Lowell, Devin A
Clinical Assistant Professor

JD, Tulane University

Lowenburg, Benjamin Mauldin
Assistant Professor
MD, Tulane University

Lu, Hua
Professor
PhD, Rutgers, The State University of NJ

Lu, Xin
Assistant Professor
PhD, Nanyang Technological University

Lu, You
Postdoc Fellow

Lu, Yue (Zoe)
Assistant Professor
PhD, University of Wisconsin-Madison

Luk, Alfred
Assistant Professor
MD, Tulane University

Lukacs, Katalin
Professor of Practice
DMA, University of California-San Diego

Lukkarila, Lauren P
Senior Professor of Practice
PhD, Georgia State University

Luo, Dan
Visiting Assistant Professor
PhD, Temple University

Luongo, Francis Thomas
Associate Professor
PhD, University of Notre Dame

Lushtak, Faina
Professor
MS, Moscow Tchaikovsky Conservatory, Russia

Lusnia, Susann Sowers
Associate Professor
PhD, University of Cincinnati

Lustig, Arthur J
Professor
PhD, University of Chicago

Lustig, Nora
Professor
PhD, University of California, Berkeley

Lyon, Christopher J
Assistant Professor
PhD, University of California

M

Ma, Anyi
Assistant Professor

PhD, Duke University

Ma, Wenbo
Postdoc Fellow

Machado, Heather L
Associate Professor
PhD, Tulane University

Machio Gomez De Tejada, Marta
Instructor
MA, Southeastern Louisiana University

Maclean, Andrew
Associate Professor
PhD, University of Glasgow - Scotland

Mague, Joel T
Professor
PhD, Massachusetts Institute of Technology

Mai, Anh V
Assistant Professor
MD, University of Missouri-Kansas City

Maity, Sudipa
Postdoc Fellow

Majid, Dewan
Professor
PhD, University of Leeds - England

Malhotra, Sonia
Associate Professor
MD, Ross University - Medical School

Malone, Missy
Professor of Practice
PhD, Louisiana State University

Mandage, Rajendra H (Rajendra)
Postdoc Fellow

Maness, Nicholas J
Associate Professor
PhD, University of Wisconsin-Madison

Manguno-Mire, Gina M
Associate Professor
PhD, Louisiana State University

Manuzak, Jennifer A
Assistant Professor
PhD, University of Colorado-Denver

Maraganore, Demetrius
Professor
MD, Northwestern University

Markant, Julie Christina
Assistant Professor
PhD, University of Minnesota-Twin Cities

Marks, Laura
Professor of Practice

PhD, Louisiana State University

Marksbury, Richard A
Associate Professor
PhD, Tulane University

Maroteaux, Matthieu J
Research Assistant Professor
PhD, Pierre And Marie Curie University, Paris, France

Marrouche, Nassir
Professor
MD, Heidelberg University

Marshall, Richard H
Assistant Professor
MD, Tulane University

MARTIN III, EDWARD J
Clinical Associate Professor
MD, Tulane University

Martin, Murphy P
Assistant Professor
MD, Louisiana State University

Martinez Lege, Alejandra N
Assistant Professor
PhD, Oswaldo Cruz Foundation

Marx, Preston A Jr.
Professor
PhD, Louisiana State University

Masquelier, Adeline M
Professor
PhD, University of Chicago

Matambanadzo, Sarudzayi M
Associate Professor
PhD, University of California (UCLA)

Matsunaga, Yasuka
Postdoc Fellow

Mattei, Nicholas
Assistant Professor
PhD, University of Kentucky

Matter, Michelle L
Professor
MD, Louisiana State University

Mattes, Katherine M
Clinical Professor
JD, University of San Diego

Mauldin, Brandon
Assistant Professor
MD, Florida State University

Maulucci, Christopher Michael
Associate Professor
MD, New York College of Health Professions

Maus, Aaron P
Professor of Practice
PhD, University of New Orleans

Mauvais-Jarvis, Franck
Professor
PhD, University of Paris Sud - France

Maveety, Nancy
Professor
PhD, Johns Hopkins University

Maxwell, Judith M
Professor
PhD, University of Chicago

May, Jonathan Horace
Assistant Professor
MD, University of Arkansas

Mayer, Vicki A
Professor
PhD, University of California-San Diego

Maylin, Marlowe M
Assistant Professor
MD, Louisiana State University

Mays, Dana C
Clinical Assistant Professor
MD, Louisiana State University

Mazza, Anthony P
Instructor
MS, Louisiana State University

Mcbride, Jesse B
Senior Professor of Practice
BACH-Other, Tulane University

McBride, Ryan Kenneth
Senior Professor of Practice
PhD, Marquette University

McCall, Grant S
Associate Professor
PhD, University of Iowa

McCarden, Khrista
Associate Professor
JD, Harvard Law School

Mccarren, Felicia
Professor
PhD, Stanford University

McCaul, Gerard
Postdoc Fellow

McClure, Brian Patrick
Assistant Professor
MD, Louisiana State University

McClure, Kelly A

Professor of Practice
EdD, Boston University

McCombs, Janet E
Assistant Professor
PhD, University of Colorado-Boulder

McConnell, Matthew
Postdoc Fellow

McConville, James Brad
Assistant Professor
MD, University of Iowa

McCoy-Torres, Sabia
Assistant Professor
PhD, Cornell University

McDowell, Andrew J
Assistant Professor
PhD, Harvard University

McDuffie, Roberta H
Instructor
MSN, University of South Alabama

McEvoy, Timothy Graham
Clinical Assistant Professor
JD, American University

McFadden, Bernice L
Assistant Professor
MFA, Saint Joseph's College

Mcginness, Clifton L
Associate Professor
MD, Tulane University

McGraw, Kathleen Oqueli (Kathy)
Clinical Assistant Professor
PhD, Tulane University

McGrew, Patrick R
Assistant Professor
MD, Louisiana State University

McKeown, Adam
Professor
PhD, New York University

McKinley, Catherine E
Associate Professor
PhD, University of Iowa

McKinley, Scott Alister
Associate Professor
PhD, The Ohio State University

McKinney, Laura A
Associate Professor
PhD, North Carolina State University-Raleigh

Mclachlan, James B
Associate Professor

PhD, Duke University

Mclachlan, John A
Professor
PhD, George Washington University

McLaughlin, Kenneth D
Professor
PhD, New York University

McLean, Timothy Irvin
Senior Professor of Practice
PhD, University of North Carolina-Chapel Hill

McLennan, Kay L
Senior Professor of Practice
PhD, University of Nebraska-Lincoln

Mcmahon, Elisabeth Mary
Associate Professor
PhD, Indiana University-Bloomington

McNamara, Brian K
Professor of Practice
LLM, Tulane University

McSkimming, Alexander J
Assistant Professor
PhD, University of New South Wales, Australia

Meadows, Stryder
Associate Professor
PhD, University of Arizona

Medvedev, Gleb
Assistant Professor
MD, Tulane University

Meekers, Dominique A
Professor
PhD, University of Pennsylvania

Melnik, Lilia
Postdoc Fellow

Melton, Pamela A
Professor of Practice
DSW, Tulane University

Menard, Geraldine Elizabeth
Associate Professor
MD, Northwestern University

Mercein, Jennifer
Associate Professor
MFA, University of Washington

Meselhe, Ehab
Professor
PhD, University of Iowa

Mettu, Ramgopal
Associate Professor
PhD, University of Texas at Austin

Metzinger, Rebecca C.
Associate Professor
MD, University of Michigan

Meyer, David D
Dean
JD, University of Michigan

Michaels, Sarah R
Clinical Assistant Professor
PhD, Tulane University

Michalewicz, Leszek
Assistant Professor
MD, Jagiellonian University

Middleton, Melissa A
Assistant Professor
PhD, University of Central Florida

Mignot, Charles
Senior Professor of Practice
PhD, University of Texas at Austin

Mihans II, Richard John
Senior Professor of Practice
PhD, University of North Carolina-Greensboro

Mikolajewski, Amy Jeanette
Assistant Professor
PhD, Florida State University

Miles, Corey J
Assistant Professor
PhD, Virginia Polytech Institute & State University

Miletello, Sarah E
Assistant Professor
MD, Baylor University

Miller, Bruce
Visiting Assistant Professor
PhD, Murdoch University - Australia

Miller, Charles Albert III
Professor
PhD, New York University

Miller, Marilyn Grace
Professor
PhD, University of Oregon

Mills, Katherine Teresa
Associate Professor
PhD, Tulane University

Mincheva, Kalina
Assistant Professor
PhD, Johns Hopkins University

Mirzoy, Silai
Clinical Assistant Professor
MD, Indiana University

Mishra, Anil
Professor
PhD, Chhatrapati Shahu Ji Maharaj University, India

Mitchell, Brian S
Professor
PhD, University of Wisconsin-Madison

Mitchell, Kenneth D
Professor
PhD, University of Edinburgh - Scotland

Mitchell, Tyra
Professor of Practice
DPT, Emory University

Mochon, Daniel
Associate Professor
PhD, Massachusetts Institute of Technology

Mock, Nancy B
Associate Professor
DPH, Tulane University

Moehlen, Martin William
Associate Professor
MD, Tulane University

Molini, Annalisa
Associate Professor
PhD

Molix, Lisa A
Associate Professor
PhD, University of Missouri - Columbia

Moll, Victor H
Professor
PhD, New York University

Monaco Caterine, Mallory A
Senior Professor of Practice
PhD, Princeton University

Mondrinos, Mark
Assistant Professor
PhD, Drexel University

Montanari, Christian
Research Assistant Professor
PhD, Sapienza University of Rome

Montemore, Matthew
Assistant Professor
PhD, University of Colorado-Boulder

Moore, Jonathan A
Visiting Assistant Professor
PhD, Tulane University

Moore, Michael James
Professor
PhD, Mayo Clinic, College of Medicine

Morici, Lisa A
Professor
PhD, University of California, Berkeley

Morici-Embers, Monica E
Associate Professor
PhD, Penn State University

Moroz, Krzysztof
Professor
MD, Academy of Medicine, Poland

Moroz, Stanislav
Clinical Assistant Professor
JD, New York University

Morrell, Kelli C
Instructor
MSN, Loyola University New Orleans

Morris, Cindy A
Professor
PhD, Emory University

Morris, Gilbert F
Associate Professor
PhD, Florida State University

Morris, Kevin Michael
Associate Professor
PhD, Brown University

Morrison, Vivianne E
Postdoc Fellow

Morrow, Nathan
Research Associate Professor
MA, Boston University

Morshed, Adnan
Postdoc Fellow

Morton, Jonathan
Associate Professor
PhD, Oxford Graduate School

Moses, Lina M
Clinical Associate Professor
PhD, Tulane University

Moskowitz, Golan
Assistant Professor
PhD, Brandeis University

Moss, Lolita T
Research Assistant Professor
PhD, University of Michigan

Mostany, Ricardo
Associate Professor
PhD, University of Leon, Spain

Moududee, Sayed
Postdoc Fellow

Moustafa, Ahmed
Postdoc Fellow

Mouton, Byron J
Senior Professor of Practice
MARCH, Harvard University

Mudd, Joseph
Assistant Professor
PhD, Case Western Reserve University

Mukerjee, Kimberly A
Assistant Professor
MD, University of Washington

Mulcahey, Mary K
Associate Professor
MD, University of Rochester

Mullin, David A
Associate Professor
PhD, University of Texas at Austin

Mund, Joshua R (Josh)
Visiting Assistant Professor
PhD, University of Wisconsin-Madison

Mundy, Barbara E
Professor
PhD, Yale University

Murdock-Hinrichs, Isa
Professor of Practice
PhD, University of California-San Diego

Murina, Andrea T
Associate Professor
MD, Louisiana State University

Murphy, Devi
Associate Professor
PhD, Tulane University

Murphy, Laura L
Clinical Associate Professor
PhD, University of North Carolina-Chapel Hill

Murphy, Stephen A
Assistant Professor
PhD, Tulane University

Murray, Damian
Associate Professor
PhD, University of British Columbia - Canada

Mushatt, David M
Professor
MD, Harvard University

Muthukrishnan, Pradeep
Assistant Professor
PhD, Cornell University

Myers, Adam K

Assistant Professor and Veterinarian
DVM, Western University of Health Sciences

Myers, Sheila Carol
Clinical Assistant Professor
JD, Tulane University

Myint, Myo Thwin
Associate Professor
MD, Virginia Commonwealth University

N

Naguib, Michael
Assistant Professor
PhD, Drexel University

Nakhoul, Nazih L
Associate Professor
PhD, American University of Beirut - Lebanon

Narayanamoorthy, Ganapathi S
Professor
PhD, University of Rochester

Naresh, Amber
Associate Professor
MD, Tulane University

Naruse, Cheryl Narumi
Assistant Professor
PhD, University of Hawaii at Manoa

Nash, Nicole
Assistant Professor
MD, University of Arkansas

Nastasi, Bonnie Kaul
Professor
PhD, Kent State University

Navar, Luis G
Professor
PhD, University of Mississippi

Navarro, Wendy
Instructor
MSN, Southern University A&M College

Neighbors, Harold W
Research Professor
PhD, University of Michigan

Nelson, Ashley Keller
Senior Professor of Practice
MBA, Tulane University

Nelson, Douglas R
Professor
PhD, University of North Carolina-Chapel Hill

Nery Mora, Aroldo
Visiting Assistant Professor
PhD, Tulane University

Nesbitt, Jason Sean
Associate Professor
PhD, Yale University

Newby, Celeste
Assistant Professor
MD, Tulane University

Nguyen, Dinh Truong
Postdoc Fellow

Nguyen, Jeremy Binh
Professor
MD, University of Texas at Austin

Nguyen, Trung L
Professor of Practice
PhD, Penn State University

Nicholl, Jeffrey S
Associate Professor
MD, Georgetown University

Nicosia, Roberto
Senior Professor of Practice
PhD, Rutgers, The State University of NJ

Ning, Bo
Assistant Professor
PhD, Peking University, China

Ning, Jinliang
Research Assistant Professor
PhD

Nisar, Muhammad Azhar (Azhar)
Postdoc Fellow

Niu, Tianhua
Assistant Professor
SCD, Harvard University

Niyogi, Anjali
Associate Professor
MD, Tulane University

Noh, Grace Stuhrman
Instructor
MS, Georgia State University

Nolan, Scott
Professor of Practice
MA, University of New Orleans

Norton, Elizabeth B
Associate Professor
PhD, Tulane University

Noverr, Mairi C
Professor
PhD, University of Michigan

Nunnery, Katie C
Visiting Assistant Professor

PhD, University of Connecticut

Nuss, Leah S
Assistant Professor
MD, Tulane University

O

O'Brien, Laurie T
Professor
PhD, University of Kansas

O'Malley, Keelia M
Clinical Assistant Professor
PhD, Tulane University

O'Neill, Patrick
Professor
MD, Creighton University

Oatley, Thomas H
Professor
PhD, Emory University

Oberhelman, Richard A
Professor
MD, University of Texas-Southwestern Medical Center

OBrien, David
Assistant Professor
PhD, University of Wisconsin-Madison

OBrien, Michael J
Professor
MD, Tulane University

Ocasio, Manuel A
Assistant Professor Clinical Pediatrics
PhD, University of Miami

Ochoa, Ana M
Professor
PhD, Indiana University-Bloomington

Oconnor, Kim C
Professor
PhD, California Institute of Technology

Oddo, Emilia
Assistant Professor
PhD, University of Cincinnati

Ofengenden, Ari
Professor of Practice
PhD, University of Haifa, Israel

OGrady, Christina M
Instructor
PhD, Tulane University

Oldenburg, Scott Keith
Professor
PhD, SUNY at Buffalo

Oliver, Christopher Scott

Senior Professor of Practice
PhD, Michigan State University

Oliveros, Virginia
Associate Professor
PhD, Columbia University

Olondo, Javier Adrian
Instructor
MA

Olson, Mary K
Associate Professor
PhD, Stanford University

Olson-Mayes, Liam C
Visiting Assistant Professor
PhD, Northwestern University

Omerbasic, Delila
Professor of Practice
PhD, University of Utah

Orie, Kenneth K
Clinical Assistant Professor
PhD, McGill University - Canada

Oruganti, Lokanatha
Postdoc Fellow

Osorno, Emmanuel A
Visiting Assistant Professor
MARCh, Princeton University

Ottaiano, Rebecca J
Postdoc Fellow

Otte, Marline Syeta
Associate Professor
PhD, University of Toronto - Canada

Otten, Rebecca M
Professor of Practice
MPH, Tulane University

Overstreet, Stacy
Professor
PhD, Tulane University

Owen, Graham Warwick
Associate Professor
MAST-Other, Harvard University

Owens, Jonathan
Assistant Professor
MD, Baylor College of Medicine

Ozcan, Esra
Senior Professor of Practice
PhD, Jacobs University Bremen, Germany, Germany

P

Page, John R
Associate Professor

PhD, Tulane University

Palani, Surya
Postdoc Fellow

Palhares Acacio, Igor Daniel
Postdoc Fellow

Palmer, Vernon V
Professor
PhD, University of Oxford - England

Palomino, Jaime
Associate Professor
MD, University of Valle - Colombia

Pan, Yang
Assistant Professor
PhD, University of Maryland, College Park

Pandey, Amitabh C
Assistant Professor
MD, Tulane University

Pandey, Kailash N
Professor
PhD, University of Kentucky

Panganiban, Antonito T
Professor
PhD, University of Washington

Panner Selvam, Manesh Kumar
Instructor
PhD, Tamil Nadu Veterinary and Animal Sciences University

Papadopoulos, Dimitri
Visiting Assistant Professor
MA, Tulane University

Papadopoulos, K
Professor
PhD, Columbia University

Parada, Nereida A
Associate Professor
MD, Columbia University

Paramesh, Anil S
Professor
MD, Kasturba Medical College, India

Pariguana, Marco
Postdoc Fellow

Park, Han (John)
Visiting Assistant Professor
PhD, Texas A&M University

Park, Heewon
Associate Professor
PhD, University of Texas at Austin

Park, Hyun
Visiting Assistant Professor

PhD, University of Kansas

Parker, Ashlin M
Professor of Practice
MAST-Other, University of New Orleans

Parker, Hazel S
Professor of Practice
PhD, University of New Orleans

Parker, Leah
Instructor
MSN, Herzing University

Parker, Teresa Carol
Visiting Assistant Professor
PhD, Tulane University

Parquet, Reginald Anthony
Clinical Associate Professor
PhD, Tulane University

Parthasarathy, Geetha
Assistant Professor
PhD, Michigan State University

Parvatiyar, Kislay
Assistant Professor
PhD, University of Miami

Pascal, Robert Anthony Jr.
Professor
PhD, Rice University

Patrino, Luigi
Visiting Assistant Professor
PhD, Harvard University

Pavel, Carmen E
Visiting Research Professor
PhD, Brown University

Pavlovic, Tatjana
Professor
PhD, University of Washington

Payne, Monica A
Assistant Professor
MFA, University of California (UCLA)

Paz Soldan, Valerie A
Associate Professor
PhD, University of North Carolina-Chapel Hill

Peacock, Erin Marjorie
Assistant Professor
PhD, Tulane University

Pealer, Casius Henry
Professor of Practice
JD, University of Michigan

Pearson, Benjamin
Visiting Assistant Professor

PhD, University of Michigan

Pearson, Kristen E
Assistant Professor
PhD, Duquesne University

Pearson, Leslie R
Visiting Assistant Professor
MAST-Other, College of Charleston

Pejic, Rade Nicholas
Associate Professor
MD, Tulane University

Peng, Lu
Professor
PhD, University of Florida

Peng, Peisong
Postdoc Fellow

Perdios, Chrysostomos (Chrys)
Postdoc Fellow

Perepelitsa, Victoria P
Associate Professor
PhD, Tulane University

Perez, Sarah R
Assistant Professor
MD, Louisiana State University

Perro, Ebony
Professor of Practice
PhD, Clark Atlanta University

Pesika, Noshir Sheriar
Associate Professor
PhD, Johns Hopkins University

Petchampai, Natthida
Postdoc Fellow

Peterson, Tim Gerard
Clinical Assistant Professor
MD, Louisiana State University

Pfister, Blair A
Assistant Professor
MS, Franciscan Missionaries of Our Lady of the Lake

Pfrimmer, Amy Elizabeth
Associate Professor
MAST-Other, Loyola University New Orleans

Pham, Lam Ngoc
Instructor
MD, University of South Alabama

Phillips, Elizabeth M
Clinical Associate Professor
MD, Escuela Latinoamericana De Medicina, Cuba

Pi, Liya
Assistant Professor

PhD, University of Florida

Piacun, Marsha Emerman
Clinical Assistant Professor
MBA, Loyola University New Orleans

Piedimonte, Giovanni
Vice President
MD, La Sapienza School of Medicine

Pierce, Lindsey L
Postdoc Fellow

Pierre, Nakeisha Landry
Associate Professor
MD, Louisiana State University

Pinder, Jolene B
Visiting Assistant Professor
MA, University of Florida

Plante, Michael
Associate Professor
PhD, Brown University

Plessy, Kasia
Assistant Professor
PhD, Louisiana State University

Pletsch, Gayle R
Assistant Professor
MD, Tulane University

Pociask, Derek
Assistant Professor
PhD, Louisiana State University

Podewell, Jessica
Senior Professor of Practice
MFA, The Ohio State University

Pollard, Kevin James
Research Assistant Professor
PhD, Tulane University

Pollock, Linda A
Professor
PhD, University of Saint Andrews - Scotland

Pope, Helen E
Instructor
MD, University of Iowa

Porras, Stephanie
Professor
PhD, Courtauld Institute of Art, United Kingdom

Porretta, Constance P
Instructor
BS, James Madison University

Porter, Norma S
Instructor
DNP, University of Alabama at Birmingham

Porto, Mauro P
Associate Professor
PhD, University of California-San Diego

Potash, Mordecai N
Associate Professor
MD, New York Medical College

Powers, Mark D
Professor of Practice
JD, Southern Methodist University

Prasad, Ambika
Lecturer
PhD, University of North Texas

Prasad, Smita R
Assistant Professor
MD

Prefume, Duane J
Professor of Practice
BA, Loyola University New Orleans

Price, Karisma
Assistant Professor
MFA, New York University

Pridjian, Gabriella
Professor
MD, Medical College of Wisconsin

Prieto, Minolfa C
Associate Professor
PhD, Tulane University

Prilmeier, Robert
Associate Professor
PhD, The Ohio State University

Priore, Richard J
Clinical Associate Professor
SCD, Tulane University

Pritchett, Jonathan B
Professor
PhD, University of Chicago

Proctor, III, John F. Rayfield
Assistant Professor
PhD, University of Wisconsin-Madison

Prowse, Gwen
Assistant Professor
PhD, Yale University

Puett, Catherine
Instructor
MSW, Tulane University

Punshon-Smith, Samuel
Assistant Professor
PhD, University of Maryland, College Park

Punthasee, Puminan
Visiting Professor
PhD, University of Missouri - Columbia

Pursell, Zachary F
Associate Professor
PhD, University of California, Berkeley

Q

Qadir, Mirza Muhammad Fahd
Postdoc Fellow

Qi, Lu
Professor
PhD, Tufts University

Qin, Xuebin
Professor
MD

Qiu, Chuan
Assistant Professor
PhD, Tulane University

Quinn, Kelly H
Instructor
MS, University of Alabama at Birmingham

R

Rabito, Felicia A
Professor
PhD, Tulane University

Rabon, Justin M
Instructor
MD, Georgetown University

Rae, Guenevere
Associate Professor
PhD, Louisiana State University

Rafail, Patrick
Associate Professor
PhD, Penn State University

Rafique, Amina
Assistant Professor
MD, King Edward Medical University

Rajan, Latha
Clinical Associate Professor
MD, All India Institute of Medical Sciences, India

Rajan, Romy
Visiting Assistant Professor
ABD, University of Florida

Rallabandi, Kalyan C
Visiting Assistant Professor
PhD, University of California (UCLA)

Ramasamy, Chandramohan

Postdoc Fellow

Ramer, Samuel C (Sam)
Associate Professor
PhD, Columbia University

Ramirez, Angela M
Visiting Lecturer
LLM, Tulane University

Ramirez, Shokufeh M
Clinical Assistant Professor
PhD, Tulane University

Rando, Roy J
Professor
SCD, Tulane University

Rappaport, Jay
Director
PhD, University of Pennsylvania

Ratchford, Mark
Professor of Practice
PhD, University of Colorado-Boulder

Ray, Laurie C
Instructor
MSN, Louisiana State University

Rayapati, Pratibha
Assistant Professor
MD, Georgia Regents University

Raybon, Curtis L Jr.
Associate Professor
DMA, Louisiana State University

Raymond, Katherine Kleinpeter
Senior Professor of Practice
PhD, Tulane University

Recile, Georgiana P
Instructor
MAST-Other, Louisiana State University

Redfield, Wendeline Harriet
Associate Professor
MARCH, University of Virginia

Reed, Linnette F
Senior Professor of Practice
PhD, Tulane University

Reed, Wayne F
Professor
PhD, Clarkson University

Reese, Carol Mcmichael
Professor
PhD, University of Texas at Austin

Reese, Thomas F
Executive Director

PhD, Yale University

Reese, William Arthur Jr.
Professor of Practice
PhD, University of Arizona

Regenstein, Fredric Gary
Professor
MD, Washington University

Reily, Robert E
Assistant Professor
MD, Tulane University

Remer, Gary
Professor
PhD, University of California (UCLA)

Remer, Karen Weissbecker
Associate Professor
PhD, Virginia Commonwealth University

Resmini, Fabio
Postdoc Fellow

Reuber, Alexandra Maria
Senior Professor of Practice
PhD, Louisiana State University

Reyes, Aurelio N
Assistant Professor
MD, Universidad Autonoma De Centro America

Reynaud, Peter
Clinical Assistant Professor
MD, Louisiana State University

Rials, William Theodore
Professor of Practice
PhD, Jackson State University

Ribeiro, Renata D
Senior Professor of Practice
PhD, University of Missouri-St. Louis

Ricchiuti, Peter Francis
Senior Professor of Practice
MBA, University of New Orleans

Richards, Robert J
Associate Professor
MD, New York Medical College

Richardson, Sally
Professor
JD, Louisiana State University

Ridley-Davis, Cabrina
Instructor
BSN, Louisiana Technical College

Riedel, Norbert
Associate Professor
PhD, Technische Universität München, Germany

Righi, Shannon Esher
Postdoc Fellow

Riley, Jonathan M
Professor
PhD, University of Oxford - England

Rincon, Lourdes Y
Instructor
PhD, New Orleans Baptist Theological Seminary

Rink, John
Instructor
BS, University of Alabama at Birmingham

Rioja, Felix
Professor
PhD, Arizona State University

Rivera Diaz, Fernando Cesar
Associate Professor
PhD, Princeton University

Rivero Bryant, Inga D
Lecturer
MS, Tulane University

Roberts, John E III
Assistant Professor
MD, Tulane University

Roberts, Madhur
Assistant Professor
MD, St. George's University, School of Medicine - Grenada

Robinson, David
Professor of Practice
MFA, Tulane University

Robinson, Dean Edward
Associate Professor
MD, Louisiana State University

Robinson, James E
Professor
MD, Tulane University

Robinson, Martha M
Assistant Professor
MD, University of Kentucky

Rodning, Christopher Bernard
Professor
PhD, University of North Carolina-Chapel Hill

Rodriguez, Raoul P
Professor
MD, Tulane University

Romero, Maybell
Associate Professor
JD, University of California, Berkeley

Rose, Donald (Diego)

Professor
PhD, University of California, Berkeley

Roser, Cordula
Professor of Practice
BARCh, Technical University of Berlin

Rossi, Mary Alice
Assistant Professor
MD, University of Texas-Southwestern Medical Center

Rothwell, William B
Assistant Professor
MD, Tulane University

Rotzer, Simon
Visiting Assistant Professor
PhD, University of Tennessee

Rouse, Jeffrey Christopher
Assistant Professor
MD, Georgetown University

Rouse, Rebecca
Professor of Practice
PhD, Colorado Technical University

Rout, Namita
Assistant Professor
PhD, Anna University, Chennai Area, India

Rowalt, William Z
Instructor
MSN, University of Alabama at Birmingham

Rowan, Brian G
Associate Professor
PhD, SUNY at Buffalo

Roy, Alphonse K (Ken)
Associate Professor
MD, Tulane University

Roy, Chad J
Professor
PhD, University of Iowa

Rozenbaum, Zach
Assistant Professor
MD, Semmelweis Medical University, Budapest

Rubtsov, Igor V
Professor
PhD, Russian Academy, Russia

Rugile, Timothy P
Assistant Professor
MD, Tulane University

Ruiz, Christopher
Visiting Assistant Professor
PhD, Baylor University

Rupley, Daniel

Clinical Associate Professor
MD, Louisiana State University

Ruscher, Janet Beth
Professor
PhD, University of Massachusetts-Amherst

Russell, Katie
Senior Professor of Practice
PhD, Tulane University

Russell-Lodrigue, Kasi
Associate Professor
DVM, Louisiana State University

Russo, Ralph R.
Professor of Practice
MAST-Other, University of Phoenix

Rutherford, Holly
Assistant Professor
MD, Tulane University

Rutkai, Ibolya
Assistant Professor
PhD, University of Debrecen, Hungary

S

Saas, Meghan J
Visiting Assistant Professor
MFA, Louisiana State University

Saas, William
Professor of Practice
PhD, Penn State University

Saba, Nakhle
Associate Professor
MD, Lebanese American University - Lebanon

Sabharwal, Nitin
Assistant Professor
MBBS, NKP Salve Institute of Medical Sciences

Sabino-Santos, Gilberto Jr
Postdoc Fellow

Sabo, John L
Professor
PhD, University of California, Berkeley

Sabo, Oana Anca
Associate Professor
PhD, University of Southern California

Sabzehzar, Amin
Assistant Professor
PhD, Arizona State University

Sackey, Michael Andrew
Senior Professor of Practice
JD, Washington & Lee University

Safah, Hana

Clinical Professor
MD, American University of Beirut - Lebanon

Saied, Ahmad
Associate Professor
PhD, Louisiana State University

Saito, Shigeki
Assistant Professor
MD, University of Tokyo, Japan

Sakakeeny, Matt K
Associate Professor
PhD, Columbia University

Sakamuri, Siva Sankara Vara Prasad
Instructor
PhD, Osmania University

Salbador, Debra
Visiting Lecturer
PhD, University of South Carolina

Salerian, Justin A
Assistant Professor
MD, Tulane University

Saltzman, Leia Y
Assistant Professor
PhD, Boston College

Salvaggio, Mark (Marko)
Visiting Assistant Professor
PhD, University of Nevada-Las Vegas

Salyers, Jeffrey M
Visiting Lecturer
MBA, The Ohio State University

Samarov, Maxim
Senior Professor of Practice
DMA, Michigan State University

Sammarco, Mimi C
Assistant Professor
PhD, Louisiana State University

Sanchez Rojo, Ana P
Assistant Professor
PhD, University of Chicago

Sanchez, Fernando L
Professor
MD, Instituto De Ciencias De La Salud

Sanchez, Michelle Hewlett
Senior Professor of Practice
PhD, Stanford University

Sander, Gary Edward
Clinical Professor
PhD, Tulane University

Sanders, Sarah

Assistant Professor
MD, Louisiana State University

Sandoval, Antony F
Professor
MFA, University of Delaware

Sandoval, Nicholas Richard
Assistant Professor
PhD, University of Colorado-Boulder

Sangeeta, FNU
Postdoc Fellow

Sanks, Kelly M
Postdoc Fellow

Santos, Tatiane
Assistant Professor
PhD, University of Colorado-Boulder

Sartor, Alton O
Professor
MD, Tulane University

Sato, Ryosuke
Assistant Professor
PhD, Gifu University, Japan

Saunders, Richard J
Visiting Assistant Professor
MS, Florida State University

Savant, Adrienne P
Professor
MD, Eastern Virginia Medical School

Savkovic, Suzana
Associate Professor
PhD, University of Illinois at Chicago

Savoie, Felix H III
Professor
MD, Louisiana State University

Scalise, Ronald Joseph Jr.
Professor
LLM, University Cambridge - Trinity College - England

Scaraffia, Patricia Y
Associate Professor
PhD, National University of Cordoba, Argentina

Schieffelin, John S
Associate Professor
MD, Tulane University

Schippers, Mary Angela
Professor
PhD, University of Wisconsin-Madison

Schirmer, Christy Q
Visiting Assistant Professor
PhD, University of Texas at Austin

Schmehl, Russell
Professor
PhD, University of North Carolina-Chapel Hill

Schmid, Janet Lee
Associate Professor
MD, University of Minnesota-Twin Cities

Schmid, Karl T
Professor of Practice
PhD, Emory University

Schoellmann, Karis
Clinical Assistant Professor
MPH, Tulane University

Schrader-Kriek, Laura
Associate Professor
PhD, Tulane University

Schuech, Rudi
Postdoc Fellow

Schuetze, Andre
Professor of Practice
PhD, University of California (UCLA)

Schuler, Timothy Michael
Senior Professor of Practice
PhD, Tulane University

Schwartz, Kenneth A
Executive Director
MARCH, Cornell University

Schwartzmann, Katharine M
Professor of Practice
JD, Tulane University

Sciaudone, Michael
Assistant Professor
MD, Northwestern University

Scott, John W Jr.
Assistant Professor
MD, University of Oregon

Scott, Leslie A
Associate Professor
MFA, California Institute of the Arts

Seal, David W
Professor
PhD, The University of New Mexico

Seely, Bryan P
Instructor
MPA, University of Florida

Seicshnaydre, Stacy Elizabeth
Professor
JD, Tulane University

Selman Musalem, Javiera

Postdoc Fellow

Semiletova, Natalya
Instructor
PhD, Russian Academy of Science, Pushchino, Moscow Region, Russia

Senot, Claire
Associate Professor
PhD, The Ohio State University

Sensen, Oliver
Associate Professor
PhD, King'S College - University of Cambridge - England

Serou, Michael J
Assistant Professor
MD, Louisiana State University

Settles, Lisa D
Assistant Professor
PSYD, University of Indianapolis

Shaffer, Jeffrey George
Assistant Professor
PhD, Tulane University

Shah, Alveena F
Visiting Assistant Professor
JD, University of California (UCLA)

Shahinozzaman, Md
Postdoc Fellow

Shakov, Khazhgery Kh
Senior Professor of Practice
PhD, Tulane University

Shaliman, Dilibaerguli
Postdoc Fellow

Shama, Mohamed A
Assistant Professor
MD, Cairo University, Egypt

Shamburger, Christopher
Assistant Professor
MD, University of South Alabama

Shammas, Michael E
Instructor
JD, Harvard Law School

Shank, Jessica J
Assistant Professor
MD, Tulane University

Shankar, Arti
Clinical Professor
PhD, Indian Institute of Technology, India

Shantz, Daniel
Professor
PhD, University of Delaware

Sharma, Sulbha

Postdoc Fellow

Sharp, Daniel Benson
Associate Professor
PhD, University of Texas at Austin

Sharshir, Mohd A
Assistant Professor
MD, Odessa State Medical University, Ukraine

Sheffer, Marguerite L
Professor of Practice
EdD, Mills College

Sheldon, Nicole N
Assistant Professor
MD, University of Queensland - Australia

Shen, Hui
Associate Professor
PhD, Creighton University

Sherman, Kimberly
Senior Professor of Practice
PhD, University of Rhode Island

Sherman, William F
Associate Professor
MD, Louisiana State University

Sherry, Thomas W
Professor
PhD, University of California (UCLA)

Shi, Lizheng
Professor
PhD, University of Southern California

Shirvani Jouzdani, Ali Reza
Professor of Practice
PhD, University of Kentucky

Shkreli, Linda A
Visiting Assistant Professor
PhD, Louisiana State University

Shroyer, Monica N
Assistant Professor and Veterinarian
DVM, Texas A&M University

Shu, Qingbo
Postdoc Fellow

Shuger, Dale Rachel
Associate Professor
MFA, New York University

Shukla, Ira
Assistant Professor
MD, Grant Government Medical College, India

Shwayri, Sofia T
Visiting Assistant Professor
PhD, University of California, Berkeley

Sibrack, Jeffrey D
Assistant Professor
MD, Tulane University

Sides, Mark D
Assistant Professor
MD, Case Western Reserve University

Sihota, Aanu K
Clinical Assistant Professor
MD, Karnatak University, Darwhad, India

Sikka, Suresh C
Professor
PhD, Postgraduate Institute of Medical Education and Research, India

Silio, Margarita
Associate Professor Clinical Pediatrics
MD, Universidad Central Del Este, Dominican Republic

Silva Acuna, Martha
Research Assistant Professor
PhD, Tulane University

Silva, Gustavo Eduardo
Professor
PhD, University of California-San Diego

Silvestre, Eva
Clinical Associate Professor
PhD, Tulane University

Simison, Emilia
Postdoc Fellow

Simon, Eric Edward
Professor
MD, University of Chicago

Simonian, Yuri
Assistant Professor
MD, Institutul De Medicina Si Farmacie, Moldova

Simpson, Tina
Professor
MD, University of Alabama

Sims, Alexandra
Professor of Practice
PhD, Tulane University

Singaram, Vinod
Assistant Professor
MD, Case Western Reserve University

Singh, Anneliese A
Associate Provost
PhD, Georgia State University

Singletary, George B
Assistant Professor
MD, Creighton University

Singleton, Chelsea R

Assistant Professor
PhD, University of Alabama at Birmingham

Siodmak, Erin
Visiting Assistant Professor
PhD, CUNY Graduate Center

Skalak, Maradith L
Assistant Professor
MD, The Ohio State University

Skalak, Timothy J
Assistant Professor
MD, The Ohio State University

Skinner, Lee
Dean
PhD, Emory University

Sleptsov, Alexander
Lecturer
PhD, University of Michigan

Slipman, Ronald A
Assistant Professor
MD, Tulane University

Sloan, Dauphine Montlaur
Senior Professor of Practice
PhD, University of Paris, France

Smilde, David
Professor
PhD, University of Chicago

Smith, Christine P
Senior Professor of Practice
MBA, University of New Orleans

Smith, Eric N
Professor of Practice
MBA, Tulane University

Smith, Erica Lee
Professor of Practice
PhD, SUNY at Buffalo

Smith, Isis T
Assistant Professor
MD, University of Washington

Smith, Kiernan
Assistant Professor
MD, Royal College of Surgeons, Ireland

Smith, Matthew P
Instructor
PhD, University of Tennessee

Smith-Osborne, Lydia F
Postdoc Fellow

Snarski, Patricia
Postdoc Fellow

Snow, Anita Louise
Assistant Professor
MD, Louisiana State University

Snow, Richard Searcy
Senior Professor of Practice
PhD, University of California-San Diego

Sojic, Annette M
Senior Professor of Practice
PhD, Tulane University

Sommers, Tihara Richardson
Professor of Practice
MAST-Other, George Mason University

Song, Bohan
Visiting Assistant Professor
PhD, Tulane University

Sonn, Julia M
Visiting Assistant Professor
PhD, Tulane University

Sonnier, Loretta Ann
Assistant Professor
MD, Louisiana State University

Soong, Herman Chuan
Assistant Professor
MD, Tulane University

Sorapuru, Anjenette
Instructor
DNP, University of South Alabama

Sparks, Nicholas
Professor of Practice
PhD, Tulane University

Sparks, Randy J
Professor
PhD, Rice University

Spell, Tara D
Assistant Professor
MD, Medical College of Georgia

Spence, Jennifer E
Visiting Assistant Professor
PhD, The Ohio State University

Spencer, Marissa K
Instructor
MAST-Other, Rosalind Franklin University of Medicine

Spira-Cohen, Ezra S.
Visiting Assistant Professor
PhD, Tulane University

Spitzer, Nicholas R
Professor
PhD, University of Texas at Austin

Spruill, David
Assistant Professor
MD, Medical College of Georgia

Srivastav, Sudesh K
Professor
PhD, Old Dominion University

Srivastava, Akhilesh K
Postdoc Fellow

Stafa, Mentor
Professor of Practice
PhD, University of Rochester

Stanton, Erin M
Assistant Professor
MD, Northwestern University

Stanton, Gabrielle S.
Postdoc Fellow

Stark, Jennifer M
Clinical Instructor
DNP, Graceland University

Stark, Nicole A
Postdoc Fellow

Steele, Claude Henry III (Chad)
Professor
PhD, Louisiana State University

Steinhardt, Michelle C
Assistant Professor
MD, Louisiana State University

Stevens, Monica Leah
Assistant Professor
PhD, University of Florida

Stewart, Gregory W
Associate Professor
MD, UT Medical Branch at Galveston

Stock, Christian
Professor of Practice
MFA, Tulane University

Stoecker, Charles
Associate Professor
PhD, University of California-Davis

Stojanovski, Kristefer
Research Assistant Professor
PhD, University of Michigan

Stoll, Jill
Lecturer
MFA, Cranbrook Academy of Art

Stolow, Jeni A
Clinical Associate Professor
PhD, Tulane University

Stone, Kathryn Helen
Visiting Lecturer
MBA, Drexel University

Stow, Emily C
Postdoc Fellow

Stranova, Thomas J Jr.
Clinical Associate Professor
SCD, Tulane University

Straub, Kyle M
Professor
PhD, Massachusetts Institute of Technology

Stumpf, Brittany Oswald
Assistant Professor
MD, American University of the Caribbean

Suarez, Cecilia E
Clinical Associate Professor
PhD

Subramaniam, Venkata R
Associate Professor
PhD, University of Texas at Austin

Sujan, Harish
Professor
PhD, University of California (UCLA)

Sujan, Mita
Professor
PhD, University of California (UCLA)

Sukhanov, Sergiy
Associate Professor
PhD, Zaboolotny Microbiology Institute

Sulkes, Mark
Professor
PhD, Cornell University

Summa, Brian
Assistant Professor
PhD, University of Utah

Sumpter, Matthew
Instructor
PhD, Binghamton University (SUNY)

Sun, Jianwei
Associate Professor
PhD, Tulane University

Sun, Jie
Postdoc Fellow

Sun, Qiang
Postdoc Fellow

Sun, Shuhua
Associate Professor
PhD, National University of Singapore, Singapore

Sundholm, Benjamin T
Instructor
JD, Georgetown University

Sure, Venkata Naga Lakshmi Ramarao
Postdoc Fellow

Sus, Rachana N
Assistant Professor
MD, Medical College of Sulapur, India

Sweeney, Aaron
Assistant Professor
MD, Louisiana State University-Shreveport

Sweeten, Brook
Postdoc Fellow

Swetland, David V
Assistant Professor
MD, Louisiana State University

Swift, Douglas A
Clinical Associate Professor
MD, Louisiana State University

Swisher, Joseph Alan
Instructor
MD, University of South Carolina

Syrimis, Michael G
Associate Professor
PhD, University of Chicago

T

Taghavi, Sharven
Assistant Professor
MD, Tufts University

Tahboub, Mohammad Yahya Rebhi
Assistant Professor
MD, Jordan University of Science and Technology

Talbayev, Diyar
Professor
PhD, SUNY at Stony Brook

Talus, Kim P
Professor
PhD, University of Helsinki

Tamalet, Edwige
Associate Professor
PhD, University of California-San Diego

Tang, Wan
Clinical Professor
PhD, University of Rochester

Taqaddusi, Mariam
Visiting Lecturer
MS, Kabul University, Afghanistan

Taras, Raymond

Professor
PhD, University of Warsaw - Poland

Tasker, Jeffrey G (Jeff)
Professor
PhD, University of Bordeaux, France

Tate, Erica V
Assistant Professor
MD, University of California

Tatum, Danielle M
Assistant Professor
PhD, Louisiana State University

Taylor, Caroline M
Professor
PhD, University of California-Davis

Taylor, William A
Professor of Practice
MS, Columbia University

Tebbe, James T
Assistant Professor
MD, Louisiana State University

Teichgraeber, Richard F. III
Professor
PhD, Brandeis University

Teng, Zhen
Postdoc Fellow

Teran, Federico J
Assistant Professor
MD, Tulane University

Terre, Juan A
Assistant Professor
MD, Universidad Nacional De Rosario

Terrebonne, Taylor
Assistant Professor
PhD, Texas A&M University

Terrefe, Selamawit
Assistant Professor
PhD, University of California-Irvine

Terzis, Lauren
Clinical Assistant Professor
MSW, Saint Louis University

Testa, Patrick A
Assistant Professor
PhD, University of California-Irvine

Thakur, Akanksha S
Assistant Professor
MD, Case Western Reserve University

Thannickal, Victor J
Professor

MD, Oral Roberts University

Theall, Katherine P
Professor
PhD, Tulane University

Thomas, Raju
Professor
MD, University of Bombay (University of Mumbai, India)

Thompson, David
Professor of Practice
MBA, New York University

Thompson, John W Jr.
Professor
MD, University of Texas at Austin

Thompson, Martyn
Professor
PhD, London School of Economics, United Kingdom

Thornhill, Joseph M
Assistant Professor
MD, Louisiana State University

Thornton, Ryder W
Professor of Practice
MFA, Temple University

Thurman, Tonya R
Research Associate Professor
PhD, Tulane University

Tian, Aiguo
Assistant Professor
PhD, Chinese Academy of Sciences

Tian, Di
Associate Professor
PhD, Northwestern University

Tice, Sheri Teresa
Professor
PhD, Michigan State University

Tiemann, Dawn D
Assistant Professor
MD, Louisiana State University

Ting, Peng-sheng
Assistant Professor
MD, National Taiwan University

Tipler, Frank J
Professor
PhD, University of Maryland, College Park

Tirumalasetty, Saritha
Clinical Instructor
MD, Florida State University

Tolat, Nicholas Darshan
Instructor

MD, Baylor College of Medicine

Toledo Orozco, Zarai
Postdoc Fellow

Toraih, Eman
Assistant Professor
PhD, Suez Canal University, Egypt

Tornqvist, Torbjorn
Professor
PhD, Utrecht University, Netherlands

Torres Ortiz, Aldo
Assistant Professor
MD, University of Guadalajara

Tortelote, Giovane G
Assistant Professor
PhD, University of Mass Medical Center

Toups, Matthew A
Visiting Assistant Professor
MAST-Other, University of New Orleans

Townsend Gard, Elizabeth
Professor
PhD, University of California (UCLA)

Traina-Dorge, Vicki
Associate Professor
PhD, Tulane University

Trask, Beverly Ann
Associate Professor
MFA, The University of Southern Mississippi

Traviesa, Jonathan Daniel
Visiting Assistant Professor
MFA, Tulane University

Treadway-Hahn, Elsa E
Instructor
MAST-Other, Louisiana State University

Tregre, Kiana Andrew (Kiana)
Assistant Professor
MD, University of Illinois at Urbana-Champaign

Tremmel, Red V
Senior Professor of Practice
PhD, University of Chicago

Trevino, Christopher R
Assistant Professor
MD, Louisiana State University

Triche, Benjamin L
Assistant Professor
MD, Louisiana State University

Trigg, Allison Boothe
Associate Professor
PhD, University of Alabama

Truitt, Allison Jean
Professor
PhD, Cornell University

Tsai, Yu-shiou
Research Associate Professor
PhD, Tufts University

Tsubaki, Kentaro
Associate Professor
MARCH, Cranbrook Academy of Art

Tubbs, Richard S
Professor
PhD, University of Alabama at Birmingham

Turan, Caner
Visiting Assistant Professor
PhD, Tulane University

Turillo, Carmen (Carmelo)
Lecturer
PhD, Tulane University

Turner, Jacquelyn S
Professor
MD, University of Texas at Austin

Turner, Richard A
Assistant Professor
MD, Louisiana State University

Tuttrup, Gabriela
Assistant Professor
MD, The University of Texas Medical Branch at Galveston

Twiner, Emma
Instructor
MS, University of Alabama at Birmingham

Tynes, Lannis Lee
Professor
MD, Louisiana State University

U

Umar, Meenakshi
Postdoc Fellow

Ungerleider, Nathan Akes
Postdoc Fellow

Upadia, Jariya
Assistant Professor
MD, Khon Kaen University

Urbanek, Jennifer
Visiting Assistant Professor
PhD, University of Louisiana at Lafayette

V

Vaccari, Monica
Associate Professor

PhD, University of Milan, Italy

Vail, Krystal
Assistant Professor
DVM, Tuskegee University

Valentine, Erick g
Professor of Practice
PhD, University of Memphis

Valliant, Kristen
Clinical Assistant Professor
MD, Tulane University

Van Bael, Sunshine Autumn
Associate Professor
PhD, University of Illinois at Urbana-Champaign

Van Opijnen, Roeland A
Assistant Professor
MD, Tulane University

Van Schoelandt, Chad Michael
Associate Professor
PhD, University of Arizona

Vander Velde, Nancy S
Associate Professor
MD, Wayne State University

Vanlandingham, Mark J
Professor
PhD, Princeton University

Vaughan, Amy E
Assistant Professor
MD, Tulane University

Vaughan, Lyndsi
Instructor
DVM, Oklahoma State University

Vazquez Lopez, Veronica A
Postdoc Fellow

Veazey, Ronald S
Professor
DVM, Oklahoma State University

Veeraraghavan, Lee
Visiting Assistant Professor
PhD, University of Pennsylvania

Veilleux, Jennifer C
Professor of Practice
PhD, Oregon State University

Vela, Sonsoles
Lecturer
MS, University of Extremadura, Spain

Velkley, Richard L
Professor
PhD, Penn State University

Vemulapalli, Krishna C
Assistant Professor
MD, University of Texas-Southwestern Medical Center

Verano, John W
Professor
PhD, University of California (UCLA)

Verhaal, Jeffrey C
Assistant Professor
PhD, University of Utah

Vijay, Adarsh
Assistant Professor
MD, Government Medical College, India

Vijayaraghavan, Meenakshi
Senior Professor of Practice
PhD, University of Madras, India

Vilda, Dovile
Assistant Professor
PhD, University of Dublin Trinity Colleg - Ireland

Villavaso, Chloe D
Instructor
MS, Louisiana State University

Visniauskas, Bruna
Instructor
PhD, Universidade Federal De Sao Paulo

Vyas, Sanket A
Assistant Professor
MD, Louisiana State University

W

Waddy, Jeffery J
Clinical Assistant Professor
DPH, University of Illinois at Chicago

Wade, Lisa D
Associate Professor
PhD, University of Wisconsin-Madison

Wajda-Johnston, Valerie
Assistant Professor
PhD, Saint Louis University

Walker, Brigham C
Assistant Professor
PhD, Tulane University

Wallace, Maeve E
Assistant Professor
PhD, Tulane University

Wallace, Michael Mitchell
Professor of Practice
EdD, University of Alabama

Waller, William
Assistant Professor

PhD, University of North Carolina-Chapel Hill

Wang, Alun R
Clinical Associate Professor
MD, China Medical University

Wang, Arthur
Assistant Professor
MD, Case Western Reserve University

Wang, Jieqiong
Postdoc Fellow

Wang, Ruixuan
Postdoc Fellow

Wang, Shu
Postdoc Fellow

Wang, Shusheng
Professor
PhD, Tulane University

Wang, Xianfeng
Instructor
PhD, Shandong Agricultural University

Wang, Xiaolei
Associate Professor
PhD, Kunming Institute of Zoology, China

Wang, Xiaoying
Professor
MD, Henan Medical University

Wang, Yu-Ping
Professor
PhD, Xi'an Jiaotong University - China

Wanna, Bassam G
Assistant Professor
MD, American University of Beirut - Lebanon

Ward, Amanda S
Instructor
MSN, Loyola University New Orleans

Ward, Andrew M
Visiting Assistant Professor
PhD, Tulane University

Ward, Jesmyn
Professor
MFA, University of Michigan

Wee, Beth E
Senior Professor of Practice
PhD, Michigan State University

Wei, Jiang
Associate Professor
PhD, University of Washington

Weidenhaft, Mandy C
Associate Professor

MD, Tulane University

Weigelt, Carmen B
Associate Professor
PhD, Duke University

Weimer, Stephen M
Associate Professor Clinical Pediatrics
MD, Louisiana State University

Weir, Ashley Kathleen
Assistant Professor
MSW, Louisiana State University

Weiss, Ashley
Assistant Professor
DO, Lake Erie College

Weiss, Betsy Anne
Visiting Assistant Professor
MFA, San Francisco State University

Weiss, Toni Lee
Senior Professor of Practice
MA, Tulane University

Weixler, Lindsay Hodges Bell
Research Assistant Professor
PhD, University of Michigan

Welty, Emilie Taylor
Professor of Practice
MARCH, Tulane University

Wenk, Carola
Professor
PhD, Free University of Berlin, Germany

Werthmann, Derek William
Postdoc Fellow

Wessman, Mark B
Professor
JD, Harvard Law School

Wesson, Dawn M
Associate Professor
PhD, University of Notre Dame

West, Timothy
Professor of Practice
PhD, University of Tennessee

Westley, Robert S
Professor
PhD, Yale University

Wheeler, Philip B
Assistant Professor
PhD, Indiana University-Bloomington

Whelton, Paul K
Clinical Professor
MD, University College Cork - Ireland

White, Edward David
Professor
PhD, Cornell University

White, Lara E
Professor of Practice
JD, Tulane University

White, Luann E
Professor
PhD, Tulane University

White, Michele E
Professor
PhD, City University - England

Wiedemann, Brannon E
Assistant Professor
MD, Louisiana State University

Wiese, Jeffrey G
Professor
MD, Johns Hopkins University

Wietfeldt, Fred Eberhardt
Professor
PhD, University of California, Berkeley

Wild, Laurianne G
Clinical Professor
MD, Tulane University

Wiley, Jose M
Professor
MD, Universidad Central Del Caribe

Williams, Laura C
Assistant Professor
MD, Louisiana State University

Wilson, Mark J
Assistant Professor
PhD, Tulane University

Wilson, Michael Stanley
Senior Professor of Practice
PhD, Louisiana State University

Wilson, Tiffany
Instructor
MAST-Other, The University of Southern Mississippi

Wimley, William C
Professor
PhD, University of Virginia

Wiser, Mark F
Associate Professor
PhD, University of Minnesota-Twin Cities

Wisniewski, Janna M.
Research Assistant Professor
PhD, Tulane University

Wolfe, Edith Angelica
Administrative Assistant Professor
PhD, University of Texas at Austin

Wolfe, Justin
Associate Professor
PhD, University of California (UCLA)

Wood, Anthony D
Lecturer
MBA, Tulane University

Woods, Thomas C
Associate Professor
PhD, University of Alabama at Birmingham

Woolridge, Noah M
Assistant Professor
MD, Louisiana State University

Worges, Matthew S
Postdoc Fellow

Wu, Hongju
Associate Professor
MD, University of Alabama at Birmingham

Wu, Huiyun
Postdoc Fellow

Wu, Tong
Professor
MD, Nantong University, China

Wu, Yakun
Postdoc Fellow

Wyland, Carrie Lynn
Senior Professor of Practice
PhD, Dartmouth College

X

Xia, Xiujin
Instructor
MD, Nankai University, China

Xiong, Xu
Associate Professor
MD, Shanghai Medical University, China

Xu, Huanbin
Associate Professor
PhD, Fudan University, Shanghai, China

Xu, Xiaojiang
Associate Professor
PhD, Chinese Academy of Sciences

Y

Yadavalli, Chandra Sekhar
Postdoc Fellow

Yamaguchi, Eiichiro

Research Assistant Professor
PhD, University of Illinois at Urbana-Champaign

Yan, Shengmin
Instructor
PhD, Institute of Zoology, Cas

Yang, Dagang
Associate Professor
PhD, SUNY at Stony Brook

Yang, Lu
Postdoc Fellow

Yang, Song-Gui
Associate Professor Clinical Pediatrics
PhD, University at Calgary - Canada

Yanik, Mary C
Clinical Associate Professor
JD, Yale University

Yarvis, Jeffrey
Senior Professor of Practice
PhD, University of Georgia

Yatsuka-Jensen, Saeko
Professor of Practice
MA, Louisiana State University

Yest, Michael T
Senior Professor of Practice
PhD, Tulane University

Yilmaz, Ferruh
Associate Professor
PhD, University of California-San Diego

Yin, Qinyan
Assistant Professor
PhD, Chinese Academy of Sciences

Yin, Xiao-Ming
Professor
MD, Fudan University

Yoachim, Ann
Professor of Practice
MPH, Tulane University

Yoshida, Tadashi
Assistant Professor
PhD, University of Tokyo

Yoshida, Yilin
Assistant Professor
PhD, Louisiana State University

Yosypiv, Ihor V
Associate Professor
MD, Danylo Halatsky Lviv National Medical University, Ukraine

Yotsu, Rie
Associate Professor

PhD

You, Zongbing
Professor
PhD, West China University - China

Young, Monique M
Instructor
MSN, University of South Alabama

Young, Trevor M
Assistant Professor
PhD, London Business School - England

Yoxthimer, Lorene
Assistant Professor
MD, University of Toledo

Yu, David C
Associate Professor
MD, Tulane University

Yukich, Joshua O
Associate Professor
PhD, University of Basel, Switzerland

Z

Zaabel, Tara B
Instructor
MSN, Southeastern University

Zanewicz, James Richard
Instructor
JD, University of Illinois at Urbana-Champaign

Zeanah, Charles H Jr.
Professor
MD, Tulane University

Zeleski, Carissa M
Assistant Professor
MD, Tulane University

Zender, Marc U
Associate Professor
PhD, University at Calgary - Canada

Zeng, Shelya
Professor
MD, Jiangxi Medical College, China

Zerfaoui, Mourad
Assistant Professor
PhD, University of Aix-Marseille, France

Zhang, Carol Younghui
Senior Professor of Practice
PhD, University of South Carolina

Zhang, Fan
Assistant Professor
PhD, New York University

Zhang, Haitao

Associate Professor
PhD, SUNY at Buffalo

Zhang, Jinqiang
Assistant Professor
PhD, Third Military Medical University, China

Zhang, Qian
Postdoc Fellow

Zhang, Qiuyang
Assistant Professor
PhD, Xi'an Jiaotong University - China

Zhang, Ruiqi
Postdoc Fellow

Zhang, Shengjie
Postdoc Fellow

Zhang, Yiwei
Assistant Professor
PhD, Central South University, Changsha, Hunan, China

Zhang, Yuchen
Assistant Professor
PhD, University of Colorado-Boulder

Zhang, Ze
Assistant Professor
MD, Yale University

Zhao, Kun
Associate Professor
PhD, Georgia Institute of Technology

Zheng, Crystal Y
Assistant Professor
MD, University of Pennsylvania

Zheng, Zizhan
Assistant Professor
PhD, The Ohio State University

Zhigunova, Lidia Saladinovna
Professor of Practice
PhD, Tulane University

Zhou, Qiaohui
Postdoc Fellow

Zhou, Wei
Visiting Assistant Professor
PhD, University of Maryland, College Park

Zhou, Youfang
Postdoc Fellow

Zhu, Lin
Professor of Practice
MA, Carnegie Mellon University

Zhuo, Jia L
Professor

PhD, University of Melbourne - Australia

Ziedan, Engy
Assistant Professor
PhD, University of Illinois at Chicago

Zifodya, Jerry S
Assistant Professor
MD, Tulane University

Zsombok, Andrea
Associate Professor
PhD, University of Pecs - Hungary

Zumhagen-Yekple, Karen
Associate Professor
PhD, University of California, Berkeley

Zwezdaryk, Kevin
Assistant Professor
PhD, Tulane University

INDEX

#

2023-2024 University Catalog	2
------------------------------------	---

A

Academic Policies	12
Admiralty Law (ADMR)	77
Admiralty, LMA	67
American Law, AML	68

C

Civil Law Certificate	63
Course Descriptions	74

D

Doctor of Juridical Science	72
-----------------------------------	----

E

Energy & Environment, MEL	68
Energy Law (ERGL)	78
Energy Law, MJ	70
Environmental Law Certificate	64
Environmental Law, MJL	70

F

Faculty	116
---------------	-----

G

General Law, LLM	69
Global Development (GDEV)	80
Graduate Degrees and Professional Programs	12
Graduate Programs	27

I

International and Comparative Law Certificate	64
International and Comparative Law, LMI	69

J

JD Certificates	63
Juris Doctor	62

L

Labor & Employment Law (EMPL)	80
Labor and Employment, MJ	71
Law Clinical Courses (CLIN)	83
Law First Year Courses (1LAW)	86
Law Mini Courses (MINI)	87

Law Non-Classroom Courses (NCLS)	90
Law Special Courses (LAWS)	91
Law Summer Program in Germany (LGER)	93
Law Upperclass Electives (2) (2LAW)	93
Law Upperclass Electives (3) (3LAW)	94
Law Upperclass Electives (4) (4LAW)	98

M

Maritime Law Certificate	65
Master of Jurisprudence	70
Master of Laws	66
Master's Programs Requirements	20

O

Office of Graduate and Postdoctoral Studies	12
---------------------------------------------------	----

P

Ph.D. Program Requirements	23
----------------------------------	----

S

School of Law	34
Sports Law Certificate	65

T

The University	3
----------------------	---