



**School of
Social Work
Catalog
2023–2024**



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2023-2024 UNIVERSITY CATALOG

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

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

Academic Calendar (https://registrar.tulane.edu/Academic_Calendar/)
Financial Aid (<https://financialaid.tulane.edu/>) Newcomb-Tulane
College (<https://college.tulane.edu/>) Office of Institutional Equity
(<https://equity.tulane.edu/about-oie/>) FERPA Annual Notice ([https://
registrar.tulane.edu/sites/default/files/FERPA_Annual_Notice.pdf](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).

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Academic Policies Address Changes

It is the responsibility of the student to keep the university notified of changes in local or permanent address. Many important notices are sent to students and parents via US mail and it is therefore 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 (<https://catalog.tulane.edu/law/#academicpolicies>)
- School of Medicine (<https://catalog.tulane.edu/medicine/#academicpolicies>)
- School of Social Work (p. 35)

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 (<https://catalog.tulane.edu/law/>)
- School of Medicine (<https://catalog.tulane.edu/medicine/>)
- School of Public Health & Tropical Medicine (<https://catalog.tulane.edu/public-health-tropical-medicine/>)
- School of Social Work (p. 34)

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

Certificate Programs

- Civil Law Certificate (<https://catalog.tulane.edu/law/juris-doctor/certificate/civil-law-certificate/>)
- Environmental Law Certificate (<https://catalog.tulane.edu/law/juris-doctor/certificate/environmental-law-certificate/>)

- International and Comparative Law Certificate (<https://catalog.tulane.edu/law/juris-doctor/certificate/international-comparative-law-certificate/>)
- Maritime Law Certificate (<https://catalog.tulane.edu/law/juris-doctor/certificate/maritime-law-certificate/>)
- Sports Law Certificate (<https://catalog.tulane.edu/law/juris-doctor/certificate/sports-law-certificate/>)

Liberal Arts

Liberal Arts

School of Liberal Arts

104 Newcomb Hall
New Orleans, LA 70118
tel 504-865-5225
fax 504-865-5224

Graduate Programs

- Anthropology, MA (<https://catalog.tulane.edu/liberal-arts/anthropology/anthropology-ma/>)
- Anthropology, PhD (<https://catalog.tulane.edu/liberal-arts/anthropology/anthropology-phd/>)
- Art History, MA (<https://catalog.tulane.edu/liberal-arts/art/art-history-ma/>)
- Art Studio, MFA (<https://catalog.tulane.edu/liberal-arts/art/art-studio-mfa/>)
- City, Culture, and Community, PhD (<https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/city-culture-community-phd/>)
- Classical Studies, MA (<https://catalog.tulane.edu/liberal-arts/classical-studies/classical-studies-ma/>)
- Computational Linguistics, MA (<https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/linguistics/computationallinguistics-ma/>)
- Creative Industries Certificate (Graduate) (<https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/creative-industries-graduate-certificate/>)
- Economics, PhD (<https://catalog.tulane.edu/liberal-arts/economics/economics-analysis-policy-phd/>)
- English, MA (<https://catalog.tulane.edu/liberal-arts/english/english-ma/>)
- French Studies, MA (<https://catalog.tulane.edu/liberal-arts/french-italian/french-studies-ma/>)
- French Studies, PhD (<https://catalog.tulane.edu/liberal-arts/french-italian/french-studies-phd/>)
- History, MA (<https://catalog.tulane.edu/liberal-arts/history/history-ma/>)
- History, PhD (<https://catalog.tulane.edu/liberal-arts/history/history-phd/>)
- Interdisciplinary Dance Performance, MFA (<https://catalog.tulane.edu/liberal-arts/theatre-dance/interdisciplinary-dance-performance-mfa/>)
- Latin American Studies and Art History, PhD (<https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/latin-american-studies/latin-american-art-phd/>)

- Latin American Studies, MA (<https://catalog.tulane.edu/liberal-arts/interdisciplinary-programs-coordinate-majors/latin-american-studies/latin-american-studies-ma/>)
- 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/>)

- 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-mp/>)
- 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/>)

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-mp/>)

- 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-cert/>)
- 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-cert/>)
- Health Leadership Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/kinesiology/health-leadership-cert/>)
- Health Strategy and Financial Management Certificate (Graduate) (<https://catalog.tulane.edu/professional-advancement/kinesiology/health-strategy-financial-management-cert/>)
- 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-cert/>)
- 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/>)
- BS/MPH, MSPH or MPH&TM Combined Degree (<https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bs-mph-msph-mphm/>)
- BSPH/MPH or MSPH or MPHTM or MHA Combined Degree (<https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bsph-mph-msph-mphm-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-mph/>)
- Environmental Health Sciences, MSPH (<https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/environmental-health-sciences-msp/>)
- Environmental Health Sciences, PhD (<https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/global-environmental-health-science-phd/>)
- Epidemiology, MPH (<https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-mph/>)
- Epidemiology, MS (<https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-ms/>)
- Epidemiology, PhD (<https://catalog.tulane.edu/public-health-tropical-medicine/epidemiology/epidemiology-phd/>)
- Health Administration, MHA (<https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/master-health-administration-mha/>)
- Health Communication and Education, MPH (<https://catalog.tulane.edu/public-health-tropical-medicine/social-behavioral-and-population-sciences/global-health-community-education-mph/>)
- Health Policy and Management, PhD (<https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-policy-management-phd/>)
- Health Policy, MPH (<https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-policy-mph/>)
- Health Systems Management, MPH (<https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/health-systems-management-mph/>)
- Industrial Hygiene, MSPH (<https://catalog.tulane.edu/public-health-tropical-medicine/environmental-health-sciences/environmental-health-industrial-hygiene-msp/>)
- International Health & Sustainable Development, MPH (<https://catalog.tulane.edu/public-health-tropical-medicine/international-health-sustainable-development/international-health-mph/>)
- International Health & Sustainable Development, PhD (<https://catalog.tulane.edu/public-health-tropical-medicine/international-health-sustainable-development/international-health-and-sustainable-development-phd/>)
- JD/MPH or MHA Dual Degrees (<https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/jd-mph-mha/>)

Public Health

Public Health & Tropical Medicine

School of Public Health & Tropical Medicine

1440 Canal St., Ste 2400

New Orleans, LA 70112

tel 504-988-5388

fax 504-988-0907

- Biostatistics, MS (<https://catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-ms/>)
- Biostatistics, MSPH (<https://catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-msp/>)
- Biostatistics, PhD (<https://catalog.tulane.edu/public-health-tropical-medicine/biostatistics-data-science/biostatistics-phd/>)
- BS/MHA Combined Degree (<https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/bs-mha/>)

- Leadership, Advocacy, and Equity, DrPH (<https://catalog.tulane.edu/public-health-tropical-medicine/leadership-advocacy-equity-drph/>)
- Master of Social Work/Master of Public Health Dual Degree (<https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/msw-mph/>)
- Maternal and Child Health, MPH (<https://catalog.tulane.edu/public-health-tropical-medicine/social-behavioral-and-population-sciences/maternal-child-health-mph/>)
- MBA/MHA Dual Degree (<https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/mba-mha/>)
- MD/MPH or MSPH or MPHTM Dual Degree (<https://catalog.tulane.edu/public-health-tropical-medicine/joint-combined-degrees/md-mph-msph-mphtm/>)
- Medical Management, MMM (<https://catalog.tulane.edu/public-health-tropical-medicine/health-policy-management/medical-management-mmm/>)
- Nutrition, MPH (<https://catalog.tulane.edu/public-health-tropical-medicine/social-behavioral-and-population-sciences/nutrition-mph/>)
- Public Health and Tropical Medicine, MPHTM (<https://catalog.tulane.edu/public-health-tropical-medicine/tropical-medicine-and-infectious-disease/public-health-tropical-medicine-mphtm/>)
- Public Health Certificate (Graduate) (<https://catalog.tulane.edu/public-health-tropical-medicine/public-health-certificate-graduate/>)
- Social, Behavioral, and Population Sciences, MPH (<https://catalog.tulane.edu/public-health-tropical-medicine/social-behavioral-and-population-sciences/social-behavioral-and-population-sciences-mph/>)
- Social, Behavioral, and Population Sciences, PhD (<https://catalog.tulane.edu/public-health-tropical-medicine/social-behavioral-and-population-sciences/global-community-health-science-behavior-phd/>)
- Tropical Medicine, MS (<https://catalog.tulane.edu/public-health-tropical-medicine/tropical-medicine-and-infectious-disease/tropical-medicine-ms/>)
- Tropical Medicine, PhD (<https://catalog.tulane.edu/public-health-tropical-medicine/tropical-medicine-and-infectious-disease/tropical-medicine-phd/>)
- Biomedical Engineering, MS (<https://catalog.tulane.edu/science-engineering/biomedical-engineering/biomedical-engineering-ms/>)
- Biomedical Engineering, PhD (<https://catalog.tulane.edu/science-engineering/biomedical-engineering/biomedical-engineering-phd/>)
- Cell and Molecular Biology, MS (<https://catalog.tulane.edu/science-engineering/cell-molecular-biology/cell-molecular-biology-ms/>)
- Cell and Molecular Biology, PhD (<https://catalog.tulane.edu/science-engineering/cell-molecular-biology/cell-molecular-biology-phd/>)
- Chemical and Biomolecular Engineering, MS (<https://catalog.tulane.edu/science-engineering/chemical-biomolecular-engineering/chemical-biomolecular-engineering-ms/>)
- Chemical and Biomolecular Engineering, PhD (<https://catalog.tulane.edu/science-engineering/chemical-biomolecular-engineering/chemical-biomolecular-engineering-phd/>)
- Chemistry, PhD (<https://catalog.tulane.edu/science-engineering/chemistry/chemistry-phd/>)
- Computer Science, MS (<https://catalog.tulane.edu/science-engineering/computer-science/computer-science-ms/>)
- Computer Science, PhD (<https://catalog.tulane.edu/science-engineering/computer-science/computer-science-phd/>)
- Data Science, MS (<https://catalog.tulane.edu/science-engineering/mathematics/data-science-ms/>)
- Earth and Environmental Sciences, MS (<https://catalog.tulane.edu/science-engineering/earth-environmental-sciences/earth-environmental-sciences-ms/>)
- Earth and Environmental Sciences, PhD (<https://catalog.tulane.edu/science-engineering/earth-environmental-sciences/earth-environmental-sciences-phd/>)
- Ecology and Evolutionary Biology, MS (<https://catalog.tulane.edu/science-engineering/ecology-evolutionary-biology/ecology-evolutionary-biology-ms/>)
- Ecology and Evolutionary Biology, PhD (<https://catalog.tulane.edu/science-engineering/ecology-evolutionary-biology/ecology-evolutionary-biology-phd/>)
- Interdisciplinary, MS (<https://catalog.tulane.edu/science-engineering/interdisciplinary-graduate-programs/interdisciplinary-ms/>)
- Materials Physics and Engineering, PhD (<https://catalog.tulane.edu/science-engineering/physics-engineering/materials-physics-engineering-phd/>)
- Materials Science and Engineering, MS (<https://catalog.tulane.edu/science-engineering/physics-engineering/materials-science-engineering-ms/>)
- Mathematics, MS (<https://catalog.tulane.edu/science-engineering/mathematics/mathematics-ms/>)
- Mathematics, PhD (<https://catalog.tulane.edu/science-engineering/mathematics/mathematics-phd/>)
- Neuroscience, MS (<https://catalog.tulane.edu/science-engineering/interdisciplinary-graduate-programs/neuroscience-ms/>)
- Neuroscience, PhD (<https://catalog.tulane.edu/science-engineering/interdisciplinary-graduate-programs/neuroscience-phd/>)
- Physics, MS (<https://catalog.tulane.edu/science-engineering/physics-engineering/physics-ms/>)

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/>)

- Physics, PhD (<https://catalog.tulane.edu/science-engineering/physics-engineering/physics-phd/>)
- Psychology, MS (<https://catalog.tulane.edu/science-engineering/psychology/psychology-ms/>)
- Psychology, PhD (<https://catalog.tulane.edu/science-engineering/psychology/psychology-phd/>)
- River-Coastal Science and Engineering, MS (Non-Residential) (<https://catalog.tulane.edu/science-engineering/river-coastal-science-engineering/river-coastal-science-and-engineering-ms-non-residential/>)
- River-Coastal Science and Engineering, MS (Residential) (<https://catalog.tulane.edu/science-engineering/river-coastal-science-engineering/river-coastal-science-and-engineering-ms-residential/>)
- River-Coastal Science and Engineering, PhD (<https://catalog.tulane.edu/science-engineering/river-coastal-science-engineering/river-coastal-science-and-engineering-phd/>)
- Statistics, MS (<https://catalog.tulane.edu/science-engineering/mathematics/statistics-ms/>)

Social Work

Social Work

School of Social Work

School of Social Work

127 Elk Place, Mail Code 8906

New Orleans, LA 70112

tel 800-631-8234 or 504-865-5314

fax 504-862-8727

- Disaster Resilience Leadership Studies, MS (p. 60)
- Social Work, DSW (p. 61)
- Social Work, MSW (p. 62)

SCHOOL OF SOCIAL WORK

Overview

Mailing Address

School of Social Work
127 Elk Place, Mail Code 8906
New Orleans, LA 70112

Administrative Office

Dean: Patrick Bordnick, PhD, MPH, LCSW

MSW Program Director: Kathy Oqueli McGraw, PhD, MPH, LCSW, LAC, LPP

DSW Program Director: Tonya Hansel, PhD, MSW, LMSW

DRLA Program Director: Reggie Ferreira, PhD

Director of Field Education: Lindsay Fields, JD, LCSW

Assistant Dean of Enrollment Management: Amanda Rosales, MA

TSSW Mission

The Tulane School of Social Work's mission is to enhance the well-being and equitable treatment of diverse individuals and communities through transformative education, generation of knowledge, service, and community engagement.

TSSW Vision

TSSW strives to build innovative, world-class graduate programs through cutting-edge research and training future leaders to provide evidence-informed, interdisciplinary practice locally and globally that advances the behavioral health and health needs of individuals, families, and communities.

MSW Mission

The mission of the Master of Social Work Program at the Tulane University School of Social Work is to educate and inspire future social work leaders to engage in integrated clinical and community practice that is culturally responsive and relationship-centered, to enhance the well-being and equitable treatment of individuals, families, and communities.

The Tulane University School of Social Work Master of Social Work Program:

- The goals of the Tulane University School of Social Work Master of Social Work Program are:
- Prepare students to engage in integrated clinical and community practice to enhance the well-being and resilience of individuals, families, groups, organizations, and communities;
- Provide a transformative educational experience that teaches students to value human diversity and work to promote social and economic justice;
- Nurture students in their identity formation as clinical and community practitioners through the collective act of modeling

professional commitment among the staff, faculty, community partners, and stakeholders;

- Ensure students are self-efficacious and prepared using innovative, world-class knowledge and research to work as leaders in community-based settings to provide relevant, effective, and interdisciplinary social work services; and
- Promote integrative learning by drawing from and contributing to the diverse, culturally rich, and inspiring environment, locally and nationally, to advance the biopsychosocial-spiritual needs of individuals, families, and communities.

History

The Southern School of Social Sciences and Public Services was the first training program for social workers in the deep South. Under the sponsorship of the Kingsley Settlement House, a group of Tulane social science faculty offered the first classes in social welfare in 1914. Sponsored by grants from the American Red Cross, a formal one-year program was implemented in 1921.

By 1927, with funding from a Rockefeller grant, the school became a separate program with a two-year curriculum qualifying students for the Master of Arts. In 1935, the University established the degree of Master of Social Work. The School has awarded the Master of Social Work degree to more than 7,000 students from all 50 of the United States and more than 30 other countries.

Since 1927, the first year of national accreditation for social work education, the School of Social Work has maintained full accreditation status. It is a charter member of the Council on Social Work Education, which is the standard-setting and accreditation body in the field of social work education. Tulane School of Social Work is accredited by the Council on Social Work Education (CSWE). TSSW was recently awarded accreditation of the Master of Social Work Degree program for the full eight-year cycle with no contingencies.

The Tulane School of Social Work built a tradition of leadership in promoting equal access to higher education and employment at the University. This tradition of leadership is evidenced in the following notable events:

- The School of Social Work was the first division to have a female dean when Dr. Elizabeth Wisner was promoted to the position of dean in 1937.
- The School supported the 1960s civil rights and political battle with Mrs. Pearlle Hardin Elloie, who as an African American woman applied for admission to the School of Social Work in order to desegregate the University, which Paul Tulane's will had designated as a white male institution. She was eventually awarded admission and received a MSW from our school.
- The School of Social Work was the first division of Tulane to admit African American students in the 1962-63 academic year.
- The School of Social Work was the first division to appoint African American faculty.
- The School has led the University in developing non-discrimination policies, appointing faculty members and admitting numbers of minority students disproportionate to School size and University enrollments, and in appointing self-identified lesbian and gay faculty.

- The School of Social Work is the most diverse School within Tulane University.
- Enrollment of African American students has increased by 113% and Hispanic students has increased by 121%.
- The current faculty is the most diverse of the university's history which also contributes to the richness of the learning environment. Our faculty has grown from 15 to 26. Diversity of the faculty has increased from 16% to 42%.
- This diversity also extends to the school's administration. Four of the eight people that make-up the administrative team are African American, Latino or African. In terms of the school's history, three administrators of color are the first people of color to hold these positions (e.g. Director of Enrollment Management, Assistant Director of Field, and Assistant Dean of Finance and Human Resources) in the school.

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 Social Work Policies

Academic Alerts

Academic Alert

(Class Performance/Grade-Related Concerns)

The academic policy at Tulane School of Social Work stipulates that students must maintain a "B" average (80% total course grade) in all courses. An academic alert can only be initiated by a professor. Criteria for initiating an academic alert includes but is not limited to:

- The total course grade is below 80% at any point in the semester;
- Student has missed two or more assignments;
- Student has missed at least one class sessions; or
- There is concern about a student's attendance and/or academic performance.

Instructors report their concerns or issues to the Academic Success Coach as soon as possible during the semester. The academic alert encourages the student to communicate and work with their professor and support team to ensure that academic standards are maintained.

Procedures:

1. An academic alert may be triggered by any professor who observes attendance, academic, or other concerns that affect the student's performance in their class. The instructor initiates the alert via the SARS alert system. This process triggers an email to the student, and the student's assigned Program Manager, Academic Success Coach, and Faculty Advisor.

2. The Program Manager/ Academic Success Coach will make sure the team is aware of the situation.
3. The Academic Success Coach will follow-up with the student within 5 business days to learn what challenges may be occurring with the student. While gathering information, the Academic Success Coach will gain permission from the student regarding what information can be shared. Keep in mind that we are mandated reporters and that there are certain situations that we are mandated by law to report.
4. The Program Manager will look at the student's academic record to determine the student's status in all of their classes. The student's overall GPA will be reviewed at this time to determine how the student's overall academic performance may affect their standing with TSSW.
5. Both the Success Coach and Program Manager will bring this information to the weekly Academic Affairs meeting.
6. Together, the Program managers, Academic Success Coaches, and Program Director will discuss the situation and determine the course of action. The Program Director will decide whether an academic hearing is necessary or whether a meeting with the Academic Success Coach and/or Faculty Advisor will suffice.

Possible Outcomes:

- a) Mandatory Meeting with Success Coach, Program Manager, and/or Faculty Advisor;
- b) Creation of a Personal Success Plan;
- c) Academic Hearing with Program Director and Faculty member; or
- d) Academic Hearing with full committee.

Academic Hearing

A full-time student **must** have an Academic Hearing when a student receives any of the following during the course of a single semester:

- one or more "F" or "U" (unsatisfactory) grades;
- two or more "C's";
- three or more "B-";
- two or more incomplete (I) grades in any semester. The circumstances surrounding the "I" grades will be reviewed by the Program Director with the Academic Success Coach prior to determining whether a hearing is needed;
- has a cumulative GPA at or below 3.0; or
- earns a GPA at or below 2.5.

A part-time student **must** have an Academic Hearing when a student receives any of the following during the course of a single semester:

- one or more "F" or "U" (unsatisfactory) grades;
- one or more "C's";
- two or more "B-";
- two or more incomplete (I) grades in any semester. The circumstances surrounding the "I" grades will be reviewed by

the Program Director with the Academic Success Coach prior to determining whether a hearing is needed;

- has a cumulative GPA at or below 3.0; or
- earns a GPA at or below 2.5

Any violation that spans both the TSSW Academic Code of Conduct and the NASW Code of Ethics or Professional Standards will be handled in two separate hearings. Professional Standard violations are described below in the Professional Standards section.

Depending on the type of academic hearing, the committee may consist of any or all of the following: the student, the student's Faculty Advisor, the Program Director, Academic Success Coach, the Program Manager, and two Faculty representatives. Other committee members may include representation from disability services and program administrators (i.e. the Field Education team).

Possible Outcome(s): Academic Hearing

(Termination or Conditional Continuance of Enrollment)

The Tulane University Office of Academic Affairs has the authority to determine whether or not a student should continue in the school or university, and, if so, under what condition(s). Possible sanctions are not limited to, but could include:

- Mandatory advising with Program Director, Faculty Advisor, Program Manager, and/or Academic Success Coach;
- Creation of a Personal Success Plan;
- Academic probation;
- Academic suspension for up to one year/three semesters; or
- Dismissal from program.

Automatic Dismissal. A student will be automatically dismissed if they receive any of the following grade combinations cumulatively in the program: Two "F's"; one "F" and two "C's"; three "C's"; one Unsatisfactory ("U") plus one "F" or one "U" plus two "C's".

Personal Success Plan (including but not limited to)

- Mandatory student success coaching;
- Creating a time management plan; or
- Other developmental actions as assigned.

Academic Probation

A final grade equal to or less than a "C" automatically puts the student on academic probation. Two grades of "C" require the program to justify continued enrollment. A justified example of a student maintaining enrollment in TSSW is if the overall GPA is still above 3.000 with the grade(s) of C.

Any student who earns academic probation will be required to develop a Personal Success Plan with their Success Coach unless the student meets the requirement for a higher level of academic sanctions.

After one semester on academic probation, the student will be reassessed for satisfactory completion of their Personal Success Plan, cumulative GPA, and final grades. If the student's academic

performance does not meet the program standards and/or fulfill their Personal Success Plan, an Academic Hearing will occur. The outcomes of the Academic Hearing as listed above may apply.

Suspension

Any student who is subject to suspension under the guidelines for academic probation and suspension will be informed in writing. After reviewing the student's academic records and other relevant information supplied to the committee, the committee will decide whether to place the student on academic suspension or to extend the student's period of academic probation. The length of an academic suspension from TSSW could range from 1 to 3 semesters depending on the seriousness of the situation or violation. A student who is reinstated following their first academic suspension may be placed on academic probation for a semester depending on the situation.

Dismissal

TSSW students can be dismissed for any of the aforementioned reasons outlined in this handbook. Students may petition (after two completed semesters) to return to TSSW following their first dismissal. Coursework taken at another college or university during the dismissal period is not transferable to TSSW.

Academic Calendar

The Academic Calendar can be accessed on the TSSW website. The following information can be found on the academic calendar:

- First and last dates of the semester;
- Holidays/class cancellations;
- Registration dates;
- Last date to add a course;
- Last date to drop a course without academic penalty;
- Last date to drop a course for a full or partial refund;
- Final grade due dates;
- Commencement ceremony dates; and
- Degree conferral dates.

Academic Code of Conduct and Violations

Academic Code of Conduct

The code shall apply to academic conduct of each student from the time of application for admission through the actual awarding of a degree, even though academic conduct may occur before classes start, after classes end, or outside of classes as well as during the academic year and during periods between terms of actual enrollment, and even if the academic conduct is not discovered until after a degree is awarded. The Code shall also apply to a student's academic conduct even if the student withdraws from school while a disciplinary matter is pending (Tulane University Unified Code of Graduate Student Academic Conduct (TUUCGSAC), 2007, p. 4). The integrity and reputation of the Tulane School of Social Work depends on the honesty of the entire academic community in all of its endeavors.

This states that the School's faculty, students, administration and staff are willing to adhere to and uphold the Academic Code of Academic Conduct. Every member of the academic community has the duty to take action by reporting any observed

or suspected code violations. Under no circumstances should any member of the academic community tolerate any form of academic dishonesty. Students are expected to represent themselves honestly in all work submitted for academic purposes. When a student puts their name on any material submitted as an academic assignment, they vouch that both the content of the assignment and the process through which the assignment was produced conform to the standards of the Code of Academic Conduct. This principle applies to all forms of academic assignments including, but not limited to, papers, tests/exams, knowledge checks, discussion boards, journals, homework assignments, artistic productions, laboratory reports, presentations (power points), and computer programs.

The authority for adopting a Code of Academic Conduct is pursuant to paragraph II (b) of the Unified Graduate Student Code of Academic Conduct for Tulane University.

Academic Rights and Responsibilities

All members of the academic community shall foster an environment that encourages adherence to the principles of honesty and integrity. Every student enrolled in a course in the School of Social Work is responsible for adhering to and upholding the Code of Academic Conduct. Every student matriculating through Tulane School of Social Work will receive a copy of the Code of Academic Conduct at or before student orientation and will sign the Academic Code of Conduct and Student Handbook Pledge which will be held in their TSSW student file. Students have the responsibility to become thoroughly familiar with the code and to conduct themselves at all times in a manner consistent with its principles. Lack of familiarity either with the code or with the application of its principles to any specific assignment will not be an acceptable excuse for non-compliance.

The School's faculty, administration, and staff also are responsible for adhering to and upholding the Code of Academic Conduct. Faculty, administration, and staff also have the responsibility to become thoroughly familiar with the code and to conduct themselves at all times in a manner consistent with its principles. As in the case of students, lack of familiarity either with the code or with the application of its principles will not be an acceptable excuse for non-compliance. All parties shall protect the integrity of academic materials including testing materials, software, and copyrighted documents.

Prevention of Academic Violations

It is the explicit intent to prevent violations of the Code of Academic Conduct. We try to prevent academic violations in the following ways.

Administrative Role in Prevention

TSSW will provide incoming students information about the Academic Code of Conduct via the Student Handbook and the needed skills and knowledge related to APA formatting and citation. Enrolled students will be provided with an APA review training with APA citation resources in their first semester.

Faculty Role in Prevention

Each faculty member should indicate at the beginning of their course how the Academic Code of Academic Conduct

applies to course assignments and examinations. For example, a faculty member should give students specific directions about the form and extent of collaboration permitted (if any) in course assignments and examinations, as well as APA citation expectations. Moreover, faculty also should let students know about Turnitin and how it assesses for plagiarism.

Student Role in Prevention

It is each student's responsibility to know the Academic Code of Conduct. If a student is unsure about how a particular course assignment is affected by the Academic Code of Conduct, including APA expectations or provisions regarding collaboration with other students on an assignment, they bear the responsibility for consulting with the instructor and/or Faculty Advisor.

Academic Conduct Violations

"Any student behavior that has the effect of interfering with education, pursuit of knowledge, and/or a fair evaluation of a student's performance is considered a violation of the Code's proscribed academic conduct. Any student found to have committed or to have attempted to commit the following misconduct is subject to the disciplinary sanctions outlined in this Code" (TUUCGSAC, 2007, p. 5). Any action that indicates a lack of academic honesty and integrity shall be considered a violation of the Code of Academic Conduct. Examples of violations include, but not limited to:

- **Plagiarism:** Use of ideas, data or specific passages of another person's work that is "unacknowledged or falsely acknowledged presentation of another person's ideas, expressions, or original research as one's own work. Any paraphrasing or quotation must be appropriately acknowledged. Such an act often gives the reader the impression that the student has written or thought something that he or she has in fact borrowed from another. Any paraphrasing or quotation must be appropriately acknowledged. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials" (TUUCGSAC, 2007, p. 5).
- **Cheating:** Unauthorized "giving, receiving, or using, or attempting to give, receive, or use unauthorized assistance, information, or study aids in academic work, or preventing or attempting to prevent another from using authorized assistance, information, or study aids. Consulting with any persons other than the course professor and teaching assistants regarding a take-home examination between the time the exam is distributed and the time it is submitted by the student for grading. Students should assume the exam is closed book; they may not consult books, notes, or any other reference material unless explicitly permitted to do so by the instructor of the course" (TUUCGSAC, 2007, p. 5).
- **Fabrication:** Submission of contrived or altered information in any academic exercise.

- **False Information:** Furnishing false information to any University official, instructor, or University office relating to any academic assignment or academic issue.
- **Falsification of Research:** Fraudulent or deceptive generation of data or the knowing use of data gathered in such a manner.
- **Unauthorized Collaboration:** Unauthorized collaboration in the performance of course assignments.
- **Multiple Submissions:** Presentation of the same assignment for credit in two distinct courses or in multiple instances of the same course.
- **Misrepresentation:** Performance of an academic assignment on behalf of another Student.
- **Falsification of Academic Records:** Forging the signature of either an instructor or advisor on registration, course waiver, practicum, or change of grade forms.
- **False Testimony:** Knowingly presenting false accusations or false testimony before the Academic Review Committee or its representatives.

The above examples of academic code violations pertain to **all forms** of academic products including, but not limited to papers, tests/exams, knowledge checks, discussion boards, journals, homework assignments, artistic productions, laboratory reports, presentations (power points), and computer programs.

Who Should Report Academic Violations?

Any member of the University community may report Academic Violations against a student. Instructors should complete the Academic Code of Conduct Violation Form and send it to the Program Manager. The form should be submitted as soon as possible after the complainant becomes aware of the relevant events or issues, preferably within five (5) business days of the alleged violation.

Outside a Course

If a faculty member, adjunct, staff member, student, or administrator suspects that a violation of the Code of Academic Conduct has occurred outside the context of a particular course (e.g., in the case of falsification of records), they should notify the Program Manager in writing (Academic Code of Conduct Violation Form) preferably within five business days of discovery.

Within a Course

When a faculty member, a staff member, student or administrator suspects that a violation of the Code of Academic Conduct has occurred within the context of a particular class, they should immediately notify the instructor of record for that course. Once an instructor suspects a violation has occurred or is made aware of a potential violation, the instructor should consider the appropriateness of an informal resolution before providing the Program Manager written notification within five business days of the discovery of the suspected violation.

Resolution of Academic Violations

Informal Resolution (only in response to low-level APA citation violations)

All instructors are encouraged to exercise prudent judgment with APA citation problems. Informal resolution (IR) is the preferred course of action if: the APA problems may be related to inadequate skill/knowledge about APA and it is not meant to be intentional plagiarism. The following are examples of low-level APA violations:

- If students' cite, but they cited incorrectly;
- If students cite secondary sources instead of primary sources;
- Cite MLA, Chicago or another types of citation besides APA; or
- Cite or paraphrase only one sentence when there are multiple sentences from the source material.

Procedures:

1. The instructor will meet with the student(s) involved to discuss the nature of the APA violation (missing or incorrect citations) and the sanction(s) that they will impose including possible paper revision, grading implications and/or further APA training.
2. Even if the violation is informal, instructors still must complete and submit an Academic Code of Conduct Violation Form to the Program Manager, for each student and each offense discussing the incident and agreed upon resolution. It should include that the student is informed of the need for further training and also their right to a grievance. The student should be notified that the report will be entered in their file in case of repeated violation.
3. TSSW may require the student to use Heartful Editor, retake the APA course, and/or complete some other assignment as identified by the faculty member or Program Director so they can learn how to cite properly. If students fail to follow through on recommendations, this could result in further consequences.

Formal High Level Violations (Required in Case of Some APA and All Other Honor Code Violations)

An Academic Hearing will be called for APA violations or other Academic Code Violations in circumstances such as:

- The faculty member believes that the APA violation's severity (intended plagiarism) merits consideration of an Academic Hearing;
- The student has violated any other honor code item (besides APA); i.e. cheating, falsification, multiple submissions, etc.;

- No negotiated informal resolution around APA citation violations can be agreed upon;
- It is a repeated violation of APA requirements in the program beyond their initial violation; or
- Other code violations not specific outlined here.

Procedures:

Any violation should be submitted as soon as possible after the complainant becomes aware of academic code violations or any relevant events, preferably within five (5) business days of the alleged violation. However, academic violations can be identified and reported at any time during the semester. Written notification by submission of the Academic Code of Conduct Violation form to the appropriate Program Manager, initiates the formal procedures of the School of Social Work's Academic Hearing process. The steps are as follows:

1. The instructor will meet with the student(s) involved to discuss the academic code violation and notify the student that the matter will be referred to Academic Affairs.
2. The instructor will complete the Academic Code of Conduct Violation Form, for each student and each offense. The student will be notified that the report will be entered in their file in case of repeated violations. Please keep in mind that students first violation will serve as a warning.
3. If the student refuses to sign the form, the instructor will note that on the form. Signing the form is an indication that the instructor and student met and discussed the violation. It is not an admission of guilt or an indication that the student agrees with the violation.
4. The instructor will submit the form to the Program Manager and any supporting or corroborating evidence.
5. The Program Manager will present all documentation from the professors to the Academic Affairs team meeting.
6. Together, the Program managers, Academic Success Coaches, and Program Director will discuss the situation. The Program Director will recommend whether a full academic hearing is necessary or if an academic hearing is needed with a modified committee based on the documentation provided by the Program Managers, Academic Success Coaches, and faculty member.
7. The Program Director will discuss the situation, share documentation, and the recommendation with the student's faculty advisor. Together, the faculty advisor and Program Director will make the final decision regarding how to proceed. The student's instructor will be informed of this decision.
8. If a formal academic hearing is recommended, the Academic Code of Conduct Violation committee will primarily consist of the student's Faculty Advisor, the Program Director, Academic Success Coach, Program Manager, and at least two Faculty Representatives. Other committee members may include representation from disability services and program administrators (i.e. the Field Education team).
9. The committee will meet 30 minutes before the student arrives to discuss the case and make sure all parties are comfortable moving forward. If a faculty member needs more information or is uncomfortable moving forward, the committee will make a decision regarding how to proceed. If the hearing is postponed, the student will be notified. Otherwise, the hearing will move forward.
10. Once all information is presented by the student and the instructor, the committee temporarily will excuse the student from the meeting to discuss the evidence and determine recommendations, including any performance outcomes deemed necessary to correct the behavior(s) and continue in the program. Once the discussion is concluded, the Program Director will call for a deciding vote from faculty. Only the faculty will have a vote. The Program Manager and Academic Success Coach can give an opinion or provide information but will not have a vote in the final decision.
11. The student will return to the meeting to discuss the decision of the committee's recommendation.
12. The Program Manager will send a written communication of the meeting in the form of an email within 10 business days. No other written, audio, or video documentation will be provided at this point. This communication will include the following (as applicable):
 - a. the performance concern(s); the Academic Code of Conduct Violation Committee decision;
 - b. the re-entry plan for a student being suspended;
 - c. and the date of exit from the program for a student terminated from the program.
 - d. links to information for filing a grievance should they contest the committee decision, including the Grievance and Appeals Policy.

Documentation

The Program Manager will receive all relevant documentation from the instructor prior to hearing. The committee will meet 30 minutes before the student arrives to review the documentation and decide if a hearing is appropriate or whether the committee members need more information/documentation in order to proceed.

Documentation will be maintained in the student's file of all Academic Hearings and Professional Standards Review decisions wherein a student has been judged in violation of the Academic Code of Conduct. The record will include a copy of all evidence submitted to the committee, the report of the Academic Hearing Committee, and the letter to the student. TSSW will retain at all times a copy of the permanent record. All documentation related to the violation of the Code of Academic Conduct may be reported to the University Office of Student Affairs.

Who can attend hearing?

Students are not allowed to bring outside parties to the hearing. In special circumstances, prior notification (at least one week) or special consideration will be given. At no time are lawyers allowed to attend. If students want a lawyer to attend, the hearing will be cancelled and referred to Tulane University legal department.

Possible Outcomes:

If the Academic Hearing Committee determines that a violation did occur, the violation will be noted in the student's permanent academic record. The penalties for violating the Academic Code of Conduct include, but are not limited to, any or all of the following:

1. A failing grade for the work in which the violation occurred;
2. A failing grade for the course in which the violation occurred;
3. School probation - which includes a letter in the student's permanent file signifying that the student is not in good standing for a specified period of time;
4. Abstention or withdrawal of institutional support of a student's application to other programs;
5. Suspension from the university for a specified period of time;
6. Dismissal from the university.

Academic Grievances

The Tulane School of Social Work supports in principle and in practice the right of any student to initiate a grievance/complaint regarding grades or any other cause affecting their academic experience. This policy covers student grievances of any grade or other concerns related to the course.

For Course or Assignment Grade Grievances

1. Within ten business days of receiving official notice of a course grade or for any other action that affects the student's educational experience, the student should attempt to resolve the grievance by approaching the instructor who is the subject of the complaint.
2. If the student and the instructor cannot arrive at a mutually satisfactory resolution, a formal grievance should be sent to the student's Program Manager within fifteen business days of receiving official notice of the course grade using the Grade (https://drive.google.com/file/d/15cDQmbmAogR0bJ-kkVfBLeeXQ_ra7lni/view/?usp=sharing) Grievance and Appeal Form (https://drive.google.com/file/d/15cDQmbmAogR0bJ-kkVfBLeeXQ_ra7lni/view/?usp=sharing).
3. A Grade Grievance and Appeal Committee will be chaired by the Program Director and primarily will consist of the student, the student's Faculty Advisor, Academic Success Coach, the Program Manager, and two Faculty Representatives.
4. The student must appear at the meeting to provide their rationale and any supporting information. If the student does not attend the meeting within 10 minutes of the start time, the appeal will be forfeited.
5. The Program Manager will collect the **Grade Grievance and Appeal Form** from the student and any written documentation from the student and instructor for the committee to review.
6. The committee shall render a decision in writing on the matter within ten (10) business days following the hearing and communicate the results in writing to the student and the instructor. The committee records will contain the decision and an explanation of the grounds upon which the decision was reached. All documentation will be permanently stored in the TSSW Student File.

Appeal of the Grade Grievance Committee's Decision

1. If the student is dissatisfied with the committee's decision, the student may appeal to the Dean within five (5) business days of receiving the decision. The Dean shall seek to settle the matter within five (5) business days and shall notify the instructor and the student in writing of their decision.
2. In the appeal to the Dean, the student should provide a written statement explaining their rationale and details as to why they disagree with the committee's decision. The primary purpose of the appeal at this level is to enable the student to demonstrate that one of the following may have occurred during these proceedings:
 - a. A sanction is grossly disproportionate to the offense;
 - b. Specified procedural error or errors in the interpretation of University regulations are so substantial as to deny the charged student a fair hearing;
 - c. New and significant evidence appears which could not have been discovered by a student before or during the original hearing;

- d. Evidence appears to suggest that the finding of a violation was arbitrary and capricious;
 - e. An arbitrary and capricious finding would be one not supported by any evidence.
3. The Dean will notify the Program Director, Program Manager, and the student in writing of their decision. The Program Director will notify the committee of the Dean's decision.

Student Grade Appeal of Dean's Appeal Decision

If the student is dissatisfied with the Dean's ruling, the student may file, within five (5) business days of receiving the Dean's decision, a written appeal with the Tulane University Senate Committee on Academic Rights, Freedom and Responsibilities of Students. The student should contact the Program Manager for assistance connecting with the Senate Committee.

Instructor Appeal of the Grade Appeal

If the instructor believes that their academic freedom or academic responsibilities have been affected by the Dean's ruling, the instructor may appeal to the Faculty Grievance Committee of the School. No grade may be changed or action final taken until the teacher's appeal process has been completed.

For an Appeal of an Academic Hearing and/or Professional Standards Review of the Committee's Decision

If the student is dissatisfied with the committee's decision, the student within ten (10) days of receiving the decision may appeal to the Dean. The Dean shall seek to settle the matter within five days and shall notify the Program Manager, the committee and the student in writing of their decision. The primary purpose of the appeal is to enable the student to demonstrate in a written statement that one of the following may have occurred during these proceedings:

- A sanction is grossly disproportionate to the offense;
- Specified procedural error or errors in the interpretation of University regulations are so substantial as to deny the charged student a fair hearing;
- New and significant evidence appears which could not have been discovered by a student before or during the original hearing; or
- Evidence appears to suggest that the finding of a violation was arbitrary and capricious. An arbitrary and capricious finding would be one not supported by any evidence.

Student Appeal of Dean's Appeal Decision

If the student is dissatisfied with the Dean's ruling, the student may file, within five (5) business days of receiving the Dean's decision, a written appeal with the Tulane University Senate Committee on Academic Rights, Freedom and Responsibilities of Students. The student should contact the Program Manager for assistance connecting with the Senate Committee.

If, in accordance with faculty rights as specified in the Faculty Handbook and in the Constitution and Bylaws of the University Senate and TSSW, the faculty who requested the student be brought to review believes that his or her academic freedom or academic responsibilities have been affected by the Dean's ruling, the teacher may appeal to the Faculty Grievance Committee

of the School. The teacher's appeal must be made within ten (10) 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 (10) days of the action provoking it. No review decision may be changed until the teacher's appeal process has been completed.

If, in accordance with faculty rights as specified in the Faculty Handbook and in the Constitution and Bylaws of the University Senate and TSSW, the faculty who requested the student be brought to review believes that his or her academic freedom or academic responsibilities have been affected by the ruling of the Senate Committee on Academic Rights, Freedom and Responsibilities of Students, the matter shall be referred to the Senate Committee on Faculty Tenure, Freedom and Responsibility.

In cases of conflict regarding decision 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 stemming from the deliberations described above or in this item, 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 (10) days. All non-academic concerns may be reported to the University Office of Student Affairs.

Attendance

Masters of Social Work & Disaster Resilience Leadership Academy Students

Attendance and participation is mandatory for classes. Students will be evaluated on their punctuality, attentiveness, adherence to guideposts and policies on electronic equipment, and participation in meaningful class discussion. Unless prior arrangements with instructors have been made for extenuating circumstances, students missing more than one class will see their final grade lowered by five percent for each class missed thereafter. Deductions may also be made for patterns of tardiness or leaving class early.

Doctorate of Social Work Students

Given the executive structure and subsequent limited number of in person or live session meetings for DSW courses, absences will be addressed on a percent, rather than number based system. DSW students that miss 12.5% of class hours will have their grade dropped by one letter grade. Students missing more than 25% of class hours will result in failing the course. Please note that absence also includes leaving early or late from allocated instruction time.

On-campus students have 32 hours of in class sessions; missing 4 cumulative hours will result in your grade being dropped by one letter. Students missing more than 8 hours of cumulative time (equivalent of 1 in person session, >25% of total class time) will result in failing the course.

Online students have 16 hours of live sessions; missing 2 cumulative hours will result in your grade being dropped by one letter. Students missing more than 4 hours of cumulative time (equivalent of 1 live session, >25% of total class time) will result in failing the course.

Late Assignments

For late assignments five percent will be deducted for each day past the due date and time. After 10 days past due, the assignment will not be accepted or graded. Students with more than 2 late assignments will be referred to their success coach. Please note, check your class syllabus/canvas to see if your professor has a different late policy for specific assignments, if so the late policy listed on Canvas should be followed.

The purpose of due dates is to ensure that you do not fall too far behind in the class and so the professor can provide timely feedback/grading. It is also disrespectful toward the professor when multiple assignments are late. Sometimes this cannot be avoided, but in those instances **the student must communicate with the professor 24 hours in advance prior to missing the due date and the professor will decide whether to accept the assignment late.**"

Course Auditing

All students are required to have a minimum of 60 academic credit hours to receive the MSW degree from the Tulane School of Social Work. In order to receive credit for a course, students must be assigned a letter grade or in the case of Field Instruction, "S" or Satisfactory. In certain cases, students may request to audit a course for no grade or credit due to their interest in the material. Any full-time or part-time student in good standing (not on Academic Probation or under any conditions of the Academic and Professional Review Standards Committee) at the Tulane School of Social Work may:

- Audit courses only with written permission approved and signed by the MSW Program Director, the course instructor, and the student;
- Pay the current tuition per credit hour for the course;
- Audit courses only when the number of students in the class is less than the cap set at registration; and
- Audit no more than one course per semester and no more than two courses during the MSW program.

Faculty in conjunction with the MSW Program Director who have students auditing courses:

- May set expectations for those students with regard to class attendance, completion of assignments, examinations, and other class requirements;
- Must make course expectations known to the auditing students before the class starts or when the student registers;
- May limit the number of students auditing a class; and
- Once the registration cap for a class has been met, auditing will not be allowed for that section.

Procedure:

Students who wish to audit a course should notify the Program Manager. The Program Manager will notify the student that they must obtain approval in writing from the instructor of the course they are wanting to audit. The course instructor must make expectations clearly

known in writing to the student. Assuming the student and instructor agree to the audit, the student should notify the Program Manager. Final approval must be granted in writing by the MSW Program Director.

Field Education (MSW)

The purpose of the field practicum is to provide an educationally-directed practice experience for the MSW student. The Council on Social Work Education (CSWE) has identified field education as the signature pedagogy of social work education:

"Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students... In social work, the signature pedagogy is field education. ...the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice." (CSWE, 2015).

At Tulane University School of Social Work (TSSW), a field placement is provided through a school-agency partnership. This is referred to as "field practicum." The field practicum is made up of two parts – foundation field practicum and advanced field practicum. Both parts are completed at one agency placement and concurrent with course work.

Throughout the field practicum experience, students attend field seminar and meet with their faculty field liaisons to ensure their progress is developed, directed, monitored, assessed and educationally supported.

All field practicum sites and field instructors are selected by the school through a prescribed process overseen by the Office of Field Education. Each agency signs a School- Agency Placement Agreement prior to the beginning of a student's placement. Students are placed in a variety of generalist practice social work settings designed to be inclusive of all course content. Field placements are geared toward student interests and educational feasibility.

Relationship to the Field Practicum to the Overall Curriculum

Historically, the field experience for MSW students has been a cornerstone in social work education. The field practicum is the link between the experiential aspect of learning and the overall curriculum. Each mode of learning – class and field – reinforces and enhances the other. It is in the class-field partnership that integration of theory and practice occurs.

This goal of integration is accomplished in part through the Field Seminar, which provides students the opportunity to discuss, process, and integrate their agency-based field placement experience with classroom learning. Simply put, field placement is where students take what they learn in the classroom and apply it. Teaching methods and learning activities for the field seminar may include readings, skill building exercises, didactic presentations, case presentations, role plays, and field site visits. The goal of integration is also accomplished through ongoing communication between faculty, field liaisons, and field instructors.

In addition to classroom learning, full-time students are expected to complete 24 hours of fieldwork per week and part-time students complete 12 hours per week.

Prerequisites for Field Practicum

Students must successfully complete first semester courses for full-time students and first and second semester courses for part time students. Advanced Standing students will begin field placements upon entering the program. Successful completion of the required courses is demonstrated by a passing grade, or better, in all courses and no incomplete/I grades. In addition, any student whose GPA falls below 3.0 must be evaluated by the Academic Hearing procedures to determine whether or not they will be allowed to enter or continue in field practicum. Students must also provide proof of liability coverage and complete all agency-related requirements (i.e., background checks, tests) prior to starting their field placement.

Advanced Field Instruction

The second segment of the field instruction sequence is Advanced Field Practicum. Its purpose is to promote and focus on the integration of theory and practice skills in advanced social work practice. Designed as a continuation of Foundation Field Practicum, the Advanced Practicum is completed in two semesters for full-time students and four semesters for part-time students.

Field Education Roles and Responsibilities

Director of Field Education

- Has overall direction of the field program and coordination of the activities of the Office of Field Education;
- Makes final assignment of all MSW students;
- Evaluates performance and suitability of Field Liaisons and Field Education Instructors;
- Oversees evaluation and appointment of new agencies and field instructors; and
- In conjunction with faculty liaisons, mediates field problems encountered by the student and/or instructor.

Program Coordinators

- Coordinate activities of the Office of Field Education;
- Collaborates directly with Placement Coordinators;
- In conjunction with faculty liaisons and the Director, conducts mediation of field problems encountered by the student and/or instructor; and
- In collaboration with the Director, evaluates current field instructors' performance regarding their suitability for continuation with the program.

Faculty Field Liaison

- Meets with students in field seminar, and individually as needed, to facilitate peer problem-solving, provide support, and ensure integration of learning;
- Completes site visits (or virtual site visits) to maximize effective communication with the students, the school, and field agencies;

- Handles initial aspects of field problems and makes referrals of problems, when necessary, to the Director; and
- Reviews and signs Learning Goals, Evaluations, and other field forms.

Field Instructor (Supervisor)

- Focuses on the learning needs of the student and supplies appropriate learning experiences (from those available within the agency's services);
- Selects learning assignments in accord with the student's background, experience and level of ability and assists student with development of Learning Goals;
- Provides a regular planned one-hour weekly supervision-learning conference and provides group supervision when appropriate;
- Evaluates the student's performance with ongoing feedback, identifying student progress (or difficulty) in the learning process, and bringing to the school's attention any recognized deficiencies in student learning that should be addressed; and
- Participates in school-planned educational opportunities that are devised to assist the field instructor in enhancing their educational ability.

Student Intern

- Participates actively in the learning process as an adult learner preparing for a professional career in social work;
- Demonstrates a willingness to use supervision, which is a dynamic interaction where the field instructor and student embark on a mutual teaching-learning enterprise;
- Acts as an active participant in planning one's own learning and along with field instructor, develops learning goals each semester;
- Takes initiative with course selection, outside readings, or seminars to address any needs or gaps in learning; and
- Fills role as a representative of the agency and abides by the agency policies and regulations and complies with the work schedule, specific expectations, dress code, etc. of the agency.

Procedures for Practicum Placement **Assigning Students to Field Placements**

The process of assigning students to the field placement is a significant and detailed one. Unquestionably, the field practicum is one of the student's most important learning experiences during their tenure at the program. As students engage in the delivery of social work services, classroom content takes on a professional reality. Both students and faculty perceive the importance of field instruction because of its integrative purpose, the time span covered, and the energy invested by the students in the process. Much care, thought, and attention is focused on the assignment of students to field placements.

The School's placement of students in agencies, where direct social work practice occurs, carries with it a serious

professional gatekeeping responsibility. Accordingly, students must not only meet academic standards for admission to a field practicum (passing all first semester courses with a 3.0 overall grade point average), but a standard of professional behavior as well. This is articulated in the TSSW Code of Student Ethics that each student reads, discusses, and signs in the first semester, prior to placement. **The Office of Field Education reserves the right to deny or delay any student access to field placement if these academic or professional standards are not met.**

All students must submit proof of individual professional liability insurance before entrance into field placement.

The Office of Field Education assigns students to field placements following a substantial amount of preliminary work. The final assignment is made only after an interview has been conducted with the selected field instructor and the prospective student, and there is mutual agreement that the assignment will be productive.

Students should not contact prospective field placement agencies until a tentative assignment has been made, or if they have been told to do so by a Field Education placement professional.

Field Placement Process

- Students complete a field placement process that includes an application, a minimum of one interview with an agency, and final approval by the Office of Field Education.
- Any student who declines, or is not accepted, for an internship after two interviews must meet with the Director of Field Education for further advisement and to assess the student's appropriateness for field placement.
- Any student who is not accepted for internship following a third interview will be recommended for an Academic and Professional Standards Review to examine her/his appropriateness for field placement.
- Once placed, the student is expected to fulfill the requirements of the field practicum in accord with the CSWE learning competencies.

Practicum Policies

Absences from Field Placement - Vacations, Holidays, etc.

All students are entitled to official University holidays and to vacation periods scheduled between semesters. At the beginning of the placement, students should provide their field instructors with a university calendar that outlines official holidays and semester term dates. If the agency has particular holidays (religious, public holidays, etc.) beyond the prescribed University schedule, students will be expected to make up this time. Students are expected to anticipate planned holidays and to make sound plans for coverage of their work with the field instructor. To ensure students meet the required field hours, sick leave or time requested off for personal emergencies must be made

up during the semester in which the absences occurred. Students who miss field for several days should develop a plan to make up the hours with their field instructor and field liaison.

Attendance at Social Work Conferences/Meetings

While there is no question that students learn from a broad spectrum of experiences, the student must receive permission from the field instructor to attend outside meetings, conferences, etc. as part of their field practicum. In order to count these hours as part of their field practicum, the event should relate to the work they do at their placement.

Criminal Background Checks, Drug Screenings, and Verification of Health Status

Some field agencies require screenings, a criminal background check, and/or verification of vaccinations from students prior to beginning the internship. Screenings may include drug screening for illegal drugs, vaccinations, and/or verification of health status. The Field Office makes every effort to assist; however, students are responsible for obtaining this on their own. Students should ask the field instructor during the field interview about these requirements and make arrangements for their completion prior to starting field.

Many agencies also conduct random drug screenings. Testing positive for illegal or non-prescribed drugs (including cannabis) during the field placement may lead to termination from the placement and referral for an Academic and Professional Standards Review to determine readiness to continue in the program.

Disability Policy for Field Education

TSSW acts in compliance with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973. TSSW does not discriminate in its admission policies and procedures, educational programs, policies or other activities on the basis of disability. Likewise, students at the School of Social Work are not allowed to discriminate on the basis of disability and will serve any clients served by the agency providing field instruction.

Agencies participating in field education are expected to follow federal guidelines related to employees with disabilities and to make reasonable accommodations to meet the needs of students with disabilities. The school will work with agencies to plan and arrange ADA accommodations and share the cost of accommodations. All students are held to the same criteria for evaluation of field performance.

Students who require reasonable accommodations in their field placement

should work with Tulane's Goldman Center for Student Accessibility, which will confirm their eligibility for accommodations and recommend appropriate accommodations in the field placement setting. Because reasonable accommodations do not apply retroactively, TSSW encourages students to contact the Goldman Center about accommodations prior to beginning their field placement, if possible. Any student who feels that they may require accommodations in their field placement due to a disability may request a private consultation with the Goldman Center for Student Accessibility prior to formally requesting accommodations.

The health condition that forms the basis for a student's reasonable accommodation should be kept confidential, and academic or field faculty should never request medical documentation from a student with accommodations. By law, students cannot be compelled or pressured to disclose information about their disability to academic or field faculty. However, students with disabilities may choose to disclose such information. When this is the case, members of the Office of Field Education will consult with the Goldman Center and assist students in determining what and how information concerning disability and accommodations will be shared with the field agency.

Dress Code

Students must follow the same dress code that is required of agency staff. Attire reflects the values and traditions of the student and the entire institution, and students are encouraged to view their attire as reflections of the University's core values of excellence, integrity, social responsibility and respect.

TSSW students are members of a diverse community that supports individual expression and should seek to appropriately represent themselves and the University community by adhering to the TSSW Decorum (See TSSW Student Handbook).

Dual Relationships

The field instructor and student are expected to develop and maintain a friendly, but professional relationship at all times. Field instructors are prohibited from becoming romantically or sexually involved with field students. Ethical Standard 2.07 in the NASW Code of Ethics states: "Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority."

To avoid a conflict of interest, field instructors should not enter into dual-role relationships with students that are likely to detract from student development or lead to actual or perceived favoritism. Although there are definite pedagogical benefits to establishing good rapport with students and interacting with students both inside and outside the agency, there are also serious risks of exploitation, compromise of academic standards, and harm to the student's development. It is the responsibility of the field instructor to prevent these risks from materializing into real or perceived conflicts of interest.

Related to these issues of dual relationships, TSSW will not assign students to placements involving:

- supervision by a family member, romantic partner, or friend, whether primary field instructor, secondary field instructor, task, consultant, or practice consultant;
- supervision by another student in the MSW program, including task supervision;
- supervision by current supervisor at the place of employment;
- placement in an agency where the student or a family member is an active or recent client; or
- other placements where existing relationships may impair meeting educational goals.

If a student has an existing relationship with a proposed field instructor or agency, the student and field instructor have the responsibility to disclose this when the placement is proposed or immediately anytime a dual relationship occurs. The Director of Field Education will assess the nature of the relationship for its potential impact on field education. (Adapted from College of St. Catherine School of Social Work Policy on Dual Relationships in Field and LSU School of Social Work)

Evaluations and Grading

Field evaluations must be completed for each semester the student is in field. There is a separate evaluation form for each semester of field practicum and the evaluation form includes the core competencies and specific practice behaviors and tasks the student is expected to experience and master for the assigned semester. Toward the end of each semester, the field instructor will be contacted by the school regarding the completion of the Evaluation of Student Performance. This is done online via the TSSW Intern Placement

Tracking (IPT) program. The evaluation must be completed and electronically signed by the field instructor and the student. The student's signature does not necessarily mean they are in agreement with the evaluation, but simply indicates that the student has read it. If there is serious disagreement by the student, they are invited to write a rebuttal as an addendum to the field evaluation, and this becomes a part of their official record. If a student is experiencing difficulty or the field instructor has concerns about the student's performance, it is expected that the field instructor will discuss this with the student and inform the field liaison. In order for the student to pass Field Practicum, the field evaluation form and time sheet MUST be signed by BOTH the student and the field instructor.

Field instructors give grades to students for whom they are responsible. Any deviation from the expectation of 'Satisfactory' performance means the school field liaison and agency field instructor should have had a full discussion of the student's problem at the point at which it became evident. The field liaison must be in full agreement on the final grade. This level of agreement is also true of an 'Incomplete' grade. For the student who is experiencing trouble serious enough to place him or her in an "Unsatisfactory" or an "Incomplete" grade category, a detailed policy is available for the procedures to be followed.

When the field instructor is confronted by a difficult grading problem, on which serious differences persist between field instructor and field liaison, the field liaison and the Director of Field Education assume final responsibility for the grade given. All field practicum grades are based on a pass-fail system. Possible grades for the Field Practicum are "S" (Satisfactory), "U" (Unsatisfactory), and "I" (Incomplete). The student must earn a Satisfactory grade in each semester in order to meet the requirements for graduation. An Unsatisfactory grade is given at the end of any semester when the student's work does not meet minimum standards. In order to receive a grade of "S", the student MUST earn 80% of their ratings on the 3 point scale of each evaluation at the level of "2" or better. A "U" grade in the field requires that the student come before the Academic Standards Committee for review of their status in the school and to determine if they will be allowed to remain in the school and repeat the work. A final "U" grade for the semester's work presumes that there has been substantial discussion between field instructor and the school regarding the student's learning problems. If the student receiving the "U" grade in the field practicum remains in the school,

they must complete a new semester of field practicum.

The grade of Incomplete is used in cases of illness or extraordinary circumstances, causing the student to lack the required time expected for completion of the field practicum and the student must make up the time and work.

Students must complete all hours required in order to successfully pass their field practicum course.

Home Visits

Home visits are a regular part of many placements. Even if they are not, a home visit may be indicated in certain situations. Agencies are expected to take appropriate measures to ensure the safety of students both on and offsite while they are conducting agency work. Students are never permitted to make home visits by themselves in their first field semester. Students may shadow home visits in their first semester and discuss making them on their own starting in the second semester when they are ready. The same safeguards provided to staff must be provided to students. However, in some cases, students may need additional support and security provisions. The Director of Field Education should be consulted if safety is a concern.

Information Sharing

As with all social work courses, the school has a responsibility to monitor the student's performance and progress in the program. To this end, faculty share information amongst themselves with respect to the student's status in the program. Field instructors are co-educators in the Field Education courses and, therefore, some student information will be shared with them. This information may include but is not restricted to the following: knowledge and skills; suitability and readiness for field work; grades; attendance and participation in other social work courses; identified learning needs and areas requiring particular attention during field education courses; and verification of required background and medical clearances required for internship.

Intern Placement Tracking (IPT)

Students are assigned accounts in the school's online field tracking program. Student can access their account by going to the website runipt.com and entering their personal login information. All field related forms will be sent out, completed, and signed through this program. Field instructors also have IPT accounts and will access student forms using IPT.

Learning Goals

At the beginning of the practicum and during the advanced semesters in the field, students and their Field Instructors are responsible for developing Learning Goals. The format for writing and signing the Learning Goals is located online using the TSSW Intern Placement Tracking program (IPT). Students and Field Instructors should review the areas of core competency as defined by the CSWE, read the listed practice behaviors which will demonstrate progress toward goal achievement in the identified areas, and then write out agency-specific, student-specific work plans which delineate the ways that the student will be expected to achieve each core competency.

The Learning Goals form follows the same format as the Field Evaluation. The Learning Goals for the Foundation Semester are more generalist in nature and the Learning Goals for the Advanced Practicum semesters correspond with the more advanced learning objectives of the core competencies.

Open Identification of Student Status

Students must identify themselves as students or interns in their work with clients and other agency representatives.

Personal Conduct

Social workers and social work interns serve the most vulnerable populations and are often looked to as role models by the community. Personal conduct can impact how a student is perceived by clients, referral sources, and colleagues and may interfere with their ability to do their work. Students are expected to use the following standards from the NASW Code of Ethics as a guide when making decisions about personal conduct:

- **Private Conduct** - Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibility.
- **Respect** - Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.
- **Unethical Conduct of Colleagues** - When necessary, social workers who

believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).

TSSW policies state that a student may be terminated from the program, following due process and procedures of the Academic and Professional Review Standards Committee, for "failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty or staff at school or field placement." (See previous Student Professional and Ethical Standards section.)

Professional Ethics

It is understood that students will adhere to the expected standards for professional and ethical conduct in addition to the policies and procedures of the agency as long as those policies and/or procedures are not in conflict with the National Association of Social Workers Code of Ethics (2017). An especially salient issue for students during the field practicum is that of confidentiality of case records and other related materials. As an important component of supervision with their field instructors, students are expected to review their work (audio/video tapes, written materials etc.) and agency records pertinent to their duties. Additionally, students may be asked to share their work with their field liaison. Under no circumstances will students be allowed to remove documentation related to clients from the agency. A student's failure to adhere to the expected standards for professional and ethical conduct will be considered grounds for termination of the practicum, a failing grade in the placement, and immediate cause for an Academic Standards and Professional Review to determine the student's continuation in the MSW program.

Professional Liability and Health Insurance

All students are required to submit proof of their own professional liability insurance prior to entering field. Students are responsible for the provision of their own health insurance. Students who are in field placements are advised to be certain their health coverage will provide for any injuries, accidents, or illnesses that may be incurred at the placement site.

Reference Letters

Students desiring letters of reference must plan with individual field instructors and field liaisons whom they wish to supply them. All letters of

reference are considered as personal references. Students are given a copy of their field evaluation at their request.

Required Hours of Internship

- Each full-time student must spend three semesters in the field, which means three days per week or 24 hours per week for a required minimum of 900 total hours.
- Part-time students complete six semesters in field placement for 12 hours per week and a required minimum of 900 total hours.

Students are in concurrent field placements in which both class and field days are scheduled within the same week. On-campus full-time students attend classes during the day on Tuesdays and Thursdays, and online students attend live sessions in the evenings and are in the field on Mondays, Wednesdays, and Fridays. While commuting time is not counted as part of a student's field placement hours, they should consider this time when arranging their schedule to ensure they are home with enough time to prepare for class. Students negotiate specific schedules with the field instructor, based on the needs of the agency and the student.

- Accumulating additional hours in order to complete the internship early is not an option, and students must remain in the agency for the duration of the semester.
- Hours per se are not the final determination of the student's fulfillment of practicum requirements.
- Students must complete the full-time span allocated.
- They must have the time to engage in different types of practice interventions and to see these through to completion.
- They must be able to experience beginnings, middles, and endings of assigned projects involving interventions in social work practice.

Students complete a daily time sheet through the online field program IPT. The time sheet is signed by both the student and the field instructor and submitted with the semester field evaluation at the end of each semester. A student who is significantly ahead in hours is expected to discuss the situation and options with the faculty liaison and field supervisor.

A student who is having difficulty completing the required hours by the end of the semester is expected to inform the field instructor and field liaison and formulate a plan to make up their hours as soon as possible. Students should be mindful of when the "last day of field" is scheduled, and not plan to make up hours during university holidays or a break between semesters.

A field grade will not be entered for the semester until the required hours are completed. It is expected that in some semesters, depending upon the academic calendar, students will have more than the minimum required hours.

"Rolling over" or accruing additional hours during the semester to be used in a future semester is not permitted. If for some reason, a student anticipates missing field hours in an upcoming semester due to personal issues, they are expected to discuss ways to make up days with the field instructor and field liaison prior to the start of the semester.

In some situations, with the permission of the field instructor and the Office of Field Education, a student may start field prior to the beginning of the semester in order to ensure completing the required hours.

Safety

Social work practice activities sometimes occur in places that may not be safe or may not feel safe for the student. Whether it is a perceived threat by a particular client or group and/or the physical or interpersonal environment of the situation, students should discuss any concerns regarding personal safety issues with their field instructor and field liaison immediately. If, after gathering enough information to assess the situation, the student is unable to feel sufficiently safe to carry out assignments, they are encouraged to renegotiate those assignments with the help of the field instructor.

Sexual Harassment Policy

Federal law provides that it shall be an unlawful discriminatory practice for any employer, because of the gender of any person, to discharge without cause, to refuse to hire, or otherwise discriminate against any person with respect to any matter directly or indirectly related to employment or academic standing. Harassment of an employee or student on the basis of gender violates this federal law. Student interns are covered by this law at their field placements and they should inform the Field Office if such a situation arises. Field instructors and placement agencies should always abide by the most current Tulane University sexual harassment policy on the university's website. Students should read the most up-to-date policy as well.

Student Services to Clients

While on field education assignments, students will serve any client served by the field agency. Students may not refuse an assignment to serve a client. A student who feels that they will experience difficulty on a field education assignment because of a client's problems, personality, characteristics, or accommodation are encouraged to discuss such concerns with the field instructor or field liaison.

Transporting Clients

Students are not permitted to transport clients in their personal vehicles or to transport clients in agency vehicles.

Use of Personal Vehicles

Social work practice often requires travel to facilities outside the location of the agency. Some agencies provide reimbursement for student use of their own vehicles and insurance coverage for carrying out agency related activities. Some agencies have their own fleet of vehicles for which the student may qualify as a driver if they are to have assignments requiring the use of a vehicle. Other agencies do not have these resources available. Issues related to the use of personal vehicles need to be clarified prior to placement.

Work-Site Placements

Field placements may be arranged in the work site where the student is engaged as an employee. This is called field placement in the work site and not "work-study." The Council on Social Work Education recognizes and permits the use of such field placements so long as the educational integrity of the field practicum is preserved.

In setting up a field placement in the work site the responsibilities and commitments of both school and agency must be clearly defined, have the approval of both school and agency, and be formalized in writing prior to the initiation of the field placement. The plan will be evaluated periodically by school and agency personnel. The educational objectives of the student are to be safeguarded by the agency. The final decision for approval of a work-based internship is made by the school. Credit may not be given for previous work experience. The same standards for field instructors also apply to these placements.

A work-based internship requires:

1. A written plan that specifies the differences between the student's responsibilities and tasks as an employee and the new responsibilities and tasks as a student. The plan should clearly specify throughout the day when the student is engaged in their employment tasks vs. when they are engaged in tasks for their field practicum. Both should not occur at the same time;
2. A different person as a field instructor than the employee's direct supervisor to assure the integrity of the educational purpose of the placement; and
3. Approval by the Field Education Office.

Procedures for Addressing Problems in Field

A problem that surfaces in the field practicum setting may be identified initially by either the student or the field instructor. Regardless of who identifies the problem, the first step should be a face-to-face meeting between the student and field instructor to discuss the situation. It is anticipated that the majority of problems related to the field practicum can be resolved at this level. However, if the situation is not resolved between the field instructor and the student, either the field instructor or the

student should promptly bring the problem to the attention of the field liaison.

Once a problem has been brought to the attention of the field liaison, the field liaison will speak with both the student and the field instructor to attempt to mediate and address the problem. The field liaison will document these conversations and meetings, including the identified problems and the proposed methods to remedy the problems. This document (which can be an email) will be sent to the Director of Field Education for review and then shared with the student and field instructor.

Notwithstanding the process outlined above, both the agency and the school have the unfettered discretion to immediately remove a student from the agency setting if either the agency or school believes such removal is warranted.

Identifying the Student who is Experiencing Problems in the Field Practicum

Students have different learning styles and subsequently progress at different rates in development and skill attainment. Despite varied learning patterns, it is expected by the time any student has completed the Foundation and Advanced field semesters, they will be capable of providing MSW level practice, as indicated by satisfactory ratings on the Field Evaluation.

When there is concern about a student's progress (for whatever reason), the field instructor must hold a face-to-face meeting with the student to attempt to resolve the concern. If this does not rectify the problem, the process above should be followed. Some areas of performance which may cause concern include, but are not limited to the following:

- failure of a student to meet the expected level of performance at any given stage in the curriculum;
- excessive absences or tardiness;
- failure to keep records current;
- failure to prepare appropriately for supervision;
- apathy or failure to engage and invest in the field placement learning opportunities; or
- inappropriate or questionable professional behavior.

Possible Outcomes

A student's failure to meet the minimum number of satisfactory ratings on the Field Performance Evaluation could result in a Unsatisfactory or Incomplete grade for the semester. (See Evaluation and Grading section.)

Removal of a Student From Field Reasons for Removal

A student may be removed from the field placement if either the agency or school believes such removal is warranted. Situations where removal will be considered warranted include but are not limited to the following:

1. The level of student's performance in the placement is below standards. Using the Competency Standards on the Field

Evaluation for the appropriate level of field practicum (Foundation or Advanced), the field instructor determines that the student is far below standards and has little or no chance of achieving a level of 'Satisfactory' for the semester. The field instructor and field liaison attempted to remedy substandard performance areas, but those efforts were unsuccessful in bringing the student up to the 'Satisfactory' level for that given semester and its Competency Standards. For either semester, evidence to the contrary of the above expectations, given appropriate efforts by the field instructor and field liaison to remedy deficiencies, will constitute grounds for an Academic and Professional Standards Review to determine the student's continuation in the MSW program;

2. A student's failure to meet the expected standards for ethical practice as outlined in the NASW Code of Ethics, Louisiana Professional and Occupational Standards, assigned agency policies or procedures and TSSW policies and procedures;
3. An agency's failure to provide learning experiences and/or appropriate supervision to allow the student the opportunity to meet the Competency Standards as defined in the Field Evaluation;
4. Unexpected events in the life of the student or in the agency which prevent the attainment of the Competency Standards as defined in the Field Performance Evaluation;
5. The student has demonstrated an inability to work positively and constructively with other students, faculty, staff, clients and other professionals;
6. The student has attempted to harm themselves or someone else;
7. Inappropriate behavior which is inconsistent with the principles and practices of the social work profession and is not limited to the classroom or the field placement; or
8. Repeated tardiness or absences from the field site.

Procedures for Removal of a Student from Field

The student, field liaison and field instructor work together as a team to address issues as they arise. It is incumbent upon the student and the field instructor to identify, discuss and attempt to mediate problems as they occur. If they are unable to reach a solution, they are to contact the field liaison as soon as possible for further assistance.

Upon notification that there are problems with the field placement that need further assistance, the field liaison will:

1. Apprise the Director of Field Education of the situation.
2. Meet with the student and field instructor to determine the specific problems and attempt to remediate the situation with a plan for corrective action, specifically articulating the behavioral indicators that would show that the problems are being resolved.
3. Document the findings of the meeting and share that documentation with the Director of Field Education, the student, and the field instructor.
4. If a solution cannot be identified that will allow the student to remain in the field setting, then the field liaison will convey this in writing to the Director, who can attempt further remediation efforts or terminate the placement. The Director of Field Education will then:
 - a. Initiate appropriate "next-steps" with the student and the Field Office to facilitate placement in another setting; or
 - b. Request an Academic and Professional Standards Review to determine the student's standing in the MSW program.

To protect students, agencies and the school from prematurely changing field placements, every effort will be made to ensure a student will not be removed from the field placement without going through the process outlined above. If necessary, the student may be placed on leave from the field placement by the field liaison and Director of Field Education during this process. Field instructors are notified of the process for addressing concerns during orientation and receive a copy of the Field Manual outlining procedures. If the field instructor and agency believe that immediate dismissal of the student without prior notification is warranted, the field liaison and Director of Field Education will obtain information from the field instructor and student to determine appropriate next steps.

Dismissal from a second field placement will result in a request for an Academic and Professional Standards Review and could result in immediate dismissal from the program.

Students may not change or terminate a placement without careful discussion, planning, and approval from their field instructor, faculty liaison, and the Office of Field Education. A student who terminates a field practicum without the knowledge and permission of the field liaison and Director of Field Education may receive a failing grade for the semester, lose credit for the hours worked, and be subject to an Academic and Professional Standards Review to determine the student's standing in the MSW program. The Director

of Field Education, in collaboration with the field liaison and field instructor, will determine if any credit will be given for field hours completed if the student transitions to another field placement.

Grading Policy

The School's grading policy complies with the University policy and students' grades are processed through the Tulane Office of the Registrar and Records. Students may gain access to their grades at the end of the semester through the on-line system known as "Gibson." Privacy of students' records is protected under the Federal Family Educational Rights and Privacy Act of 1974 as amended (P.P. 93-380) and by policies issued by the Tulane Board of Administrators.

Every syllabus in the school prints the grading scale below and specific course requirements and grading weights for each assignment or test. The grading scale is out of 1,000 points and is as follows:

(950-1000) A
(900 -949) A-
(850-899) B+
(800-849) B (minimum expectation)
(750-799) B-
(700-749) C
(699 and below) F or U = Failing
W = Withdrawn
WF = Withdrawn/Fail
WU = Withdrawn/Unsatisfactory
I = Incomplete

For classes that are pass/fail, students must receive an 80% or higher to pass the class, anything below 80% is considered a failing grade. Graduate students at Tulane University must earn a 3.00 cumulative GPA to graduate and receive a diploma.

Graduation Requirements and Ceremonies

In order to graduate, the student must complete an "Application for Degree" form by the communicated deadlines for each graduation cycle (i.e. early in the student's final semester of the program). Students must complete a separate Application for Degree if they intend to earn a certificate by graduation. The Program Manager will review the students' records to ensure that all credit hours, curriculum requirements, and minimum cumulative GPA of 3.00 are completed, with no grade of "Incomplete" pending. The Program Manager will certify the student for graduation, complete all requirements as outlined by the Registrar and submit required paperwork by the appropriate deadlines. In order for a student to receive their degree, they must clear all accounts with Accounts Receivable, outstanding library fines, parking tickets or other university fees.

The Tulane School of Social Work commencement ceremony is held in December of each year. All graduates are invited to attend the TSSW Commencement in December, including spring and summer graduates. Spring graduates also are welcome to participate in Tulane University's Unified Commencement* ceremony in May of each year.

*Individual graduate names are not called, nor do graduates walk across a stage at the Tulane University Unified Commencement Ceremony in May. All students MUST wear the proper academic attire (i.e. cap and gown). Academic attire may be ordered at the Tulane Bookstore.

Incomplete Coursework

"Incomplete" grades will only be granted in extenuating circumstances and must be submitted to the Program Manager and approved by the Program Director five (5) business days before final grades are due as listed on the TSSW academic calendar.

Approval for an incomplete is determined based on:

- the student's academic history,
- the student's grade at time of request is a B or better in the course and other courses, as well as
- the feasibility of the plan to complete all work and documentation within the five weeks following the last day of class.

Students requesting an incomplete should work with their instructor to outline missing assignments and a timeline to complete and submit all outstanding work as well as submit approved administrative documentation no later than five weeks from the last day of class. If the grade is not submitted in the timeframe, the "I" will turn to an "F."

Reasons a request for an incomplete grade can be denied:

- If the request is submitted to the Program Manager less than five (5) business days before final grades are due, as listed on the TSSW academic calendar;
- if the plan to complete the work is not feasible within the given timeline;
- if at the time of the request the student's overall grade is not a B or better;
- there are multiple requests for incompletes across the student's tenure at TSSW;
- outstanding unresolved "incomplete" grades; or
- The student is in their last semester of courses.

The student and instructor must complete and sign an "Incomplete Grade Contract" and submit the document to the Program Manager who will obtain approval from the Program Director. The Program Director can request amendments to the plan or deny the request. Please keep in mind the following:

- Students will not be allowed to start field if they have unresolved or outstanding "incomplete" grades; and
- Incompletes in any semester could extend the student's date of graduation and eligibility for financial aid.

After all requirements have been resolved within the five week deadline, the instructor should submit a Grade Change request via Gibson which will automatically be sent to the Program Director for approval. If the Program Director does not have an approved incomplete form, the grade change will be denied. All records will be submitted to the student's permanent file by the Program Manager.

If all requirements are not met and documentation is not submitted and completed by the deadline outlined on the agreement, the grade will automatically revert to a FAIL "F". Any grade of "F" will be permanent and will not be changed.

Independent Study

Independent studies promote a student's deeper learning and integration of content relevant to their current field practice or area

of specialty. Eligible students demonstrate academic and personal capacity to work at the graduate level without close supervision as evaluated by TSSW and are in their third semester full time, second semester advanced standing, or fourth semester part-time or beyond. Tulane School of Social Work approves requests for independent studies on a highly selective basis in the following circumstances:

- The independent study:
 - Cannot be taken prior to the third semester full-time, second semester advanced standing, or fourth semester part-time or beyond;
 - Cannot supplant a required course;
 - Cannot replicate an elective already offered; and
 - Cannot be granted without a qualified full-time faculty member to facilitate the Independent Study and approved by the Program Director.
- The independent study is/does:
 - Uniquely achieve requirements for graduation;
 - Can be utilized if the student experiences scheduling conflicts beyond their control which have precluded their ability to register for a recommended elective.
 - Limited to 1 per program.

Procedure:

1. The student should contact their Program Manager in writing to find out the requirements of completing an independent study.
2. The Program Manager determines whether the basic requirements in the policy statement above are satisfied and may make recommendations for a particular faculty member.
3. The student contacts an appropriate full-time faculty member to ask them to facilitate the independent study. A faculty member is under no obligation to facilitate the independent study.
4. If the faculty member agrees to facilitate the independent study, they along with the student will collaborate to create a syllabus for the course, including a brief description of the course, learning objectives, course requirements, and assignments on the "Contract for Independent Study"
5. The "Contract for Independent Study" is submitted to the Program Manager who will obtain approval from the Program Director **no less than two weeks before the start of the semester**. The Program Director will make the final determination of whether a student can complete an independent study. If approval is granted the contract will be signed and dated by the student, faculty member, and the Program Director.
6. The Program Manager provides copies of the signed and dated contract to the student, the faculty member, and a copy is placed in the student's file. The program manager will enroll or assist the student with enrolling in the independent study course with the University Registrar.
7. The faculty member agrees to be available for feedback and guidance for the student during the independent study. It is the student's responsibility to initiate contact

for questions, feedback, or clarification from the faculty member.

8. The faculty member evaluates the resulting work to ensure all learning objectives and activities were accomplished and submits a final grade in line with the TSSW Academic Calendar.
9. An incomplete will not be granted for any independent study course.

Leave of Absence, Medical Withdrawal, Leave and Personal Leave

Leave of Absence

A Leave of Absence may be requested by a student prior to the beginning of the next term in the academic calendar. A Leave of Absence implies the student is planning to return to TSSW at a predetermined date.

The typical time for a Leave of Absence is one calendar year. If a student takes a Leave of Absence and re-enters within one calendar year the student must follow the procedures below. Beyond the one year deadline, the student's status in TSSW will be re-evaluated in order to continue their studies.

Procedures

1. A written message must be sent to an Academic Success Coach outlining general reasons for withdrawal. No doctor's statement is necessary. The student, if possible, should sign the Student Resignation Form which notes the student is taking a Leave of Absence from the university, though with an authorizing email from the student, this action can be completed by the Academic Success Coach and signed by the Program Director.
2. If applicable, the student should contact their financial aid counselor to discuss how a Leave of Absence may affect financial aid.
3. If the student is registered in courses for the upcoming semester, the student should remove the courses from their schedule.
4. The student should contact the field team and alert them of the impending Leave of Absence.

Returning to Tulane - Deadlines for Submitting Documentation

- To petition to return for the Fall semester, the deadline is July 1
 - For field placement purposes, students must inform TSSW of their return by June 1.
- To petition to return for the Spring semester, the deadline is December 1
 - For field placement purposes, students must inform TSSW of their return no later than November 1.
- To petition to return for the Summer session, the deadline is May 1
 - For field placement purposes, students must inform TSSW of their return no later than April 1.

Next Steps

- The student must contact their respective Academic Success Coach at least one semester out from returning to TSSW.
- The student must schedule a success coaching appointment with their Academic Success Coach at this time.
- The student must attend orientation for the semester they intend to return.
- The student must complete the APA mini-course for the semester they intend to return.

To re-enter within one year

1. The student must provide a letter indicating the intention to re-enter within one year.
2. The Admissions Committee would then consider reapplication for admission.
3. If readmission is granted within one year, the student's previous credits would be counted and the student resumes with work for the semester at the point of the previous withdrawal.

Re-entry after one year

1. If the student wishes to return after one year or more, the student must re-apply to the program.
2. If readmission is granted after one year, the student's previous credits are usually counted. However, the student may be required to take additional credits if major curricular changes had occurred, or admission policies or other requirements had significantly changed.
3. No credits can be counted after seven (7) years to ensure that current practice information is learned.
4. Each case will be considered carefully by the Dean, Program Director, and/or the Admissions Committee to assure integrity of the student's education for beginning professional social work.

Withdrawal: Medical

Students may experience medical and/or psychological conditions as well as problems around substance misuse that significantly impact their ability to complete their academic pursuits. During such circumstances, a medical withdrawal and leave of absence from the University provides the student an opportunity to remain a matriculated student while also allowing time away for appropriate treatment and recovery.

A medical withdrawal may occur in situations of acute or chronic psychosocial stress or physical illness that significantly impairs the student's ability to meet the academic and professional requirements for class or field. It is given only when a student is dropping all classes. The typical time for a medical withdrawal is one year. Beyond the one year deadline, the student must re-apply to the Tulane School of Social Work in order to continue their studies, following the procedures below.

Requesting a Medical Withdrawal or Leave

1. Any student who wishes to request a complete medical withdrawal from classes or leave of absence from the University should begin by scheduling an appointment

with Academic Advising or Case Management & Victim Support Services. You can schedule with your academic advisor online or by phone at (504) 865- 5798. You can schedule with a Case Manager in the Office of Case Management and Victim Support Services (CMVSS) by emailing srss@tulane.edu or calling (504) 314-2160. You may also be seen as a walk-in. The CMVSS office is located in Suite G02 of the Lavin-Bernick Center (LBC).

2. At this meeting, the University official will discuss the medical withdrawal or leave process with the student. At the end of this meeting, the student should attest to the following:
 - a. I understand the academic repercussions for taking a medical withdrawal or leave.
 - b. I know that if I am receiving financial aid or a scholarship, I will need to connect with the appropriate financial aid counselor.
 - c. I know that if I reside on-campus, I will need to complete a Housing Agreement Release Request and plan to check out of my room within 48 hours.
 - d. I understand that I am responsible for getting the appropriate treatment while I am on leave, and that my readmission will be contingent on this treatment. I understand that there is a process for readmission, which begins with the Assistant Dean of Students office.
 - e. I understand that typically a medical withdrawal will result in a stop out for at least one full semester, and that I must adhere to the deadlines for readmissions.
3. If appropriate, the University official will complete the withdrawal or leave paperwork with the student as well as submit a referral to the Health Center for Student Care for evaluation for course load reduction. Based on a review by the clinician at the Health Center for Student Care, a recommendation will be made by the clinician to the Dean's office and the referral source.
4. If the evaluation supports a medical leave, the Dean's office will place a medical hold on the student's account that will prevent the student from being re-admitted or re-enrolled without properly petitioning to return as outlined in the Return from Medical Leave protocol
 - a. If the student is already registered for the upcoming semester, the Dean's office may administratively drop the student's complete course schedule.
5. It is the student's responsibility to notify TSSW Student Affairs of the Medical Withdrawal.

Treatment Expectations

1. While on a medical leave, the student is expected to receive adequate, ongoing treatment from an illness-specific, properly credentialed treatment program or clinician(s).
2. The student must allow for the appropriate time to complete the treatment that is recommended or that the condition that precipitated the need for a withdrawal has been successfully treated such that

the condition no longer adversely affects the student's ability to successfully or safely function in the university environment.

3. Clinical documentation of this treatment will be submitted to medreturn@tulane.edu when the student petitions to return to the University. The student must also give consent for the treating clinician(s) to discuss their treatment with a member of the Health Center for Student Care.
4. If at any point the student has questions about whether a treatment provider or a specific treatment is adequate, they may contact the Health Center for Student Care at (504) 865-5255 option 8. For questions regarding the petition process, please call CMVSS at (504) 314-2160.

Returning to Tulane - Deadlines for Submitting Documentation

- To petition to return for the Fall semester, the deadline is July 1
 - For field placement purposes, students must inform TSSW of their return by June 1.
- To petition to return for the Spring semester, the deadline is December 1
 - For field placement purposes, students must inform TSSW of their return no later than November 1.
- To petition to return for the Summer session, the deadline is May 1
 - For field placement purposes, students must inform TSSW of their return no later than April 1.

Next Steps

- The student must contact their respective Academic Success Coach at least one semester out from returning to TSSW.
- The student must schedule a success coaching appointment with their Academic Success Coach at this time.
- The student must attend orientation for the semester they intend to return.
- The student must complete the APA mini-course for the semester they intend to return.

To re-enter within one year

1. The student must provide a letter indicating the intention to re-enter within one year.
2. The Admissions Committee would then consider reapplication for admission.
3. If readmission is granted within one year, the student's previous credits would be counted and the student resumes with work for the semester at the point of the previous withdrawal.

To re-enter after one year

1. If the student wishes to return after one year or more, the student must re-apply to the program.
2. If readmission is granted after one year, the student's previous credits are usually counted. However, the student may be required to take additional credits if major curricular changes had occurred, or admission

policies or other requirements had significantly changed.

3. No credits can be counted after seven (7) years to ensure that current practice information is learned.

Each case will be considered carefully by the Dean, Program Director, and/or the Admissions Committee to assure integrity of the student's education for beginning professional social work.

Documents to Submit

- Release of Information: Please complete a Consent to Release Information form, provided by your clinician(s), for each treatment provider you saw during your leave.
- Clinical Documentation: Please have each treatment provider complete, sign and submit a Community Provider Treatment Information Form.
- Return from Medical Leave Student Petition: Please complete and submit a Return from Medical Leave Student Petition.

Withdrawal: Personal Leave

Personal leave occurs during the semester and is applied when a student is leaving for a specific non-medical reasoning during the term (e.g., student is the primary caregiver of a loved one who is experiencing health issues). The student must discuss the possibility of taking a Personal Leave with their respective Academic Success Coach. The student's Academic Success Coach will then consult with the Program Director where a decision will be rendered.

Procedures

1. A written message must be sent to an Academic Success Coach outlining general reasons for the Personal Leave. No doctor's statement is necessary. The student, if possible, should sign the Student Resignation Form which notes the student is taking Personal Leave from the university, though with an authorizing email from the student, this can be completed by the Academic Success Coach and signed by the Program Director.
2. If applicable, the student should contact their financial aid counselor to discuss how a Personal Leave may affect financial aid.
3. If the student is registered in courses for the upcoming semester, the student should remove the courses from their schedule if they do not plan on returning for the next semester in the academic year.
4. The student must contact the field team and alert them of the Personal Leave.

Returning to Tulane - Deadlines for Submitting Documentation

- To petition to return for the Fall semester, the deadline is July 1
 - For field placement purposes, students must inform TSSW of their return by June 1.
- To petition to return for the Spring semester, the deadline is December 1
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3. No credits can be counted after seven (7) years to ensure that current practice information is learned.
4. Each case will be considered carefully by the Dean, Program Director, and/or the Admissions Committee to assure integrity of the student's education for beginning professional social work.

Modality: Online versus On-Campus Course Offerings

If a student wishes to change their modality (from online to on-campus or vice versa), they must meet with their Academic Success Coach to update their curriculum plan. After this is completed, the Academic Success Coach will review the request with the MSW Program Director. The MSW Program Director can grant or deny a student's request to switch modalities.

Students in the MSW Program may take elective courses in a different modality than the program they are enrolled in. Students must take their core foundational courses in the modality in which they are enrolled. If a student identifies an elective course offered in a different modality they may request to enroll in the course. A request should be made in writing to your Program Manager. The Program Manager will work with the student to ensure that taking this course will not affect

or delay the student's graduation and/or does not conflict with any required courses.

Registration and Continued Enrollment

Add & Drop Policy

Students wishing to add or drop courses should consult the academic calendar for deadlines and instructions. Failure to make schedule adjustments promptly and accurately may result in financial or academic penalties. Schedule adjustments can be done online by the student during the two weeks following the first day of the semester. The last day to add/drop a course is listed on the academic calendar each semester. If a student wishes to drop all or any one of their courses during a semester, they must do so by the dates outlined in the academic calendar. TSSW will follow the academic calendar and refund schedule. Students will not be allowed to switch sections after the drop/add period, except under egregious circumstances as decided by the MSW Program Director.

Due to the fixed nature of the MSW curriculum, dropping a single course can result in a significant delay in field work as well as completion of the program. Students are required to discuss these changes with their Academic Success Coach in order to fully understand the potential consequences.

Continuous Registration Requirements

The TSSW academic year includes three semesters, fall, spring, and summer. A student admitted to a degree program must be continuously registered in a degree-granting division of the university during the academic year in either full-time or part-time status from the date of first registration until the awarding of the degree, unless the student takes a Leave of Absence, Voluntarily Withdraws from school, takes a Medical Withdrawal, or is suspended or dismissed for academic or disciplinary reasons. Failure to be continuously registered is de facto withdrawal and the school reserves the right to not allow students to be readmitted to the program.

Withdraw: Voluntary

A student who has registered for a semester and plans to withdraw should contact their Academic Success Coach to complete a Student Resignation Form. If a student wishes to drop a course or all of their courses (i.e. voluntary withdrawal), TSSW will follow the academic calendar related to final grades for the course (either "W" Withdraw without academic penalty or "WF" Withdraw/Fail based on point of the semester). Voluntary Withdrawals must be requested no later than the last day to drop with a W per the Academic Calendar. If a student voluntarily withdraws from the program, they must reapply to the program using the Petition for Readmission form. Students should talk with their Academic Success Coach if they have questions about the voluntary withdrawal process. Please be aware that withdrawals can affect a student's financial aid, field placement, and graduation date. Consult with the Office of Financial Aid, Field team, and Program Manager for more details.

Student Professional and Ethical Standards

All students enrolled in a social work program must abide by the National Association of Social Workers (NASW) Code of Ethics (<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English/>) which governs social workers' professional and

ethical behavior and values. Students must uphold ethical standards of practice established by NASW in the Code of Ethics, maintain professional performance standards required to be licensed as a social worker, and meet the practice behaviors established by the Council on Social Work Education (CSWE). Violation of these standards includes but is not limited to:

- Failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability required for professional practice;
- Failure to demonstrate effective interpersonal skills necessary to perform professional helping relationships;
- Failure to adhere to the NASW Code of Ethics;
- Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a social worker; or
- Displays inappropriate or disruptive behavior toward clients, other students, faculty, staff, or other affiliates.

Resolution of Professional and Ethical Standards

Informal Resolution (only if it is a minor professional standards violation)

All faculty members are encouraged to exercise prudent judgment with minor professional standard violations. A professional standard violation is considered minor if the harm is minimal and manageable. Examples of minor violations include, but are not limited to:

- First incidence of a student being disrespectful to another student, faculty member, adjunct, or staff which does not cause harm; or
- A student exercises bad judgment in field which does not cause serious harm or other violations.

Procedure:

1. Meet with the student(s) involved to discuss the actions of concern.
2. The instructors must complete and submit the Professional and Ethical Standard Form for each student and each offense discussing the incident and agreed upon resolution. Please note whether there is a need for the student to have further training. The student should be notified that the form will be entered in their file for documentation and for reference in case of future violations.

Possible Outcomes:

1. Mandatory Faculty Advising Session
 - a. A mandatory faculty advising session will be the outcome if there are minor concerns (not including violations) surrounding the NASW Code of Ethics or TSSW Professional Standards.
2. Complete an assignment or read material related to the offense
 - a. The instructor or faculty advisor may require the student to complete an assignment or read an article to reinforce concepts related to the NASW Code of Ethics or TSSW Professional Standards.

Formal Resolution (Major Professional Standards Violations)

A Professional Standards Review (PSR) will be called for major professional standards violations. Examples of professional performance issues that may result in termination from the program include, but are not limited to:

- Professional disrespect of the personal rights and dignity of all persons, including students, faculty, supervisors, and clients receiving services from the student;
- Discrimination or harassment related to race, sexual orientation, gender, religion, age;
- Violating the confidentiality of the professional relationship;
- Hostility and disrespect towards students, faculty, or others at school or in the field;
- Consistent failure to demonstrate effective interpersonal skills necessary for forming professional helping relationships;
- Continued inability or unwillingness to demonstrate a nonjudgmental attitude;
- Unable to allow client self-determination; or
- Any other violations of the NASW Code of Ethics; violations of the policies of the Tulane University Code of Student Conduct.

Procedures:

1. Faculty should meet with the student to discuss the violation and review the Professional and Ethical Standard Form that delineates the reasons (evidence) detailing the violation. The instructor and student should sign the form. If the student refuses to sign the form, the instructor should note that on the form. Signing the form is an indication that the instructor and student met and discussed the violation. It is not an admission of guilt or an indication that the student agrees with the violation.
2. Faculty will submit the Professional and Ethical Standard Form to the Program Manager along with any corroborating documentation.
3. The Academic Success Coach will check-in with the student to see if there is any additional information that should be brought to light to ensure that academic affairs has the full story for the instructors, classmates, and/or students vantage point.
4. The program manager will present the situation at the Academic Affairs team meeting.
5. Together, the Program managers, Academic Success Coaches, and Program Director will discuss the situation. The Program Director will recommend whether a full professional standards review hearing is necessary or a hearing is needed with a modified committee based on the documentation provided by the Program Managers, Academic Success Coaches, and faculty member.

6. The Program Director will discuss the situation, share documentation, and the recommendation with the student's faculty advisor. Together, the Faculty Advisor and Program Director will make the final decision regarding how to proceed.
7. If a full hearing is recommended, the Professional Standards Review Committee primarily will consist of the student and social work professor bringing forth the evidence, the student's Faculty Advisor, the Program Director, Academic Success Coach, Program Manager, and at least two Faculty Representatives. Other committee members may include representation from disability services and program administrators (i.e. the Field Education team).
8. The committee will meet 30 minutes before the student is invited to review the documentation, ask questions, and make sure they feel comfortable moving forward with a formal hearing. If a committee member requests more information or does not feel comfortable moving forward, the committee will make a final decision regarding how to proceed. If the hearing is postponed, the student will be notified. Otherwise, the hearing will move forward.
9. Once all information is presented by the student and the instructor, the committee temporarily will excuse the student from the meeting to discuss the evidence and determine recommendations, including any performance outcomes deemed necessary to correct the behavior(s) and continue in the program. Once the discussion is concluded, the Program Director will call for a deciding vote. Only the faculty will have a vote. The Program Manager and Academic Success Coach can give an opinion or provide information but will not have a vote in the final decision.
10. The student will return to the meeting to discuss the decision of the Professional Standards Review Committee.
11. The Program Manager will provide documentation of the meeting in the form of a written determination within 10 business days. No other written, audio, or video documentation will be provided at this point. This communication will include the following (as applicable):
 - a. the performance concern(s); the Professional Standards Review Committee decision;
 - b. the re-entry plan for a student being suspended;
 - c. and the date of exit from the program for a student terminated from the program.
 - d. information for filing a grievance should they contest the committee decision, including the link to the Grievance and Appeals Policy.

Documentation

The Program Managers will gather all relevant documentation prior to hearing. The committee will meet 30 minutes before the student arrives to review the documentation and decide if a hearing is appropriate or whether the committee members need more information/documentation in order to proceed.

Documentation will be maintained in the student's file of all Academic Hearings and Professional Standards Review decisions wherein a student has been judged in violation of the Academic Code of Conduct. The record will include a copy of all evidence submitted to the committee, the report of the Professional Standards Review Committee, and the letter to the student. TSSW will retain at all times a copy of the permanent record. All documentation related to the violation of the Code of Academic Conduct may be reported to the University Office of Student Affairs.

Who can attend hearing?

Students are not allowed to bring outside people to the hearing. In special circumstances and with prior notification of at least one week special consideration may be given. At no time are lawyers allowed to attend. If students want a lawyer to attend, the hearing will be cancelled and referred to Tulane University legal department.

Possible Outcomes:

1. Students may have to complete an assignment that discusses the professional violation. They may have to discuss how this violation is incongruent with social work's professional standards. The specifics of the assignment will be decided by the committee. If the assignment is not completed satisfactorily by the deadline, this could result in automatic suspension or dismissal from the program.
2. Suspension for up to one year/three semesters.
3. Dismissal from the program.
 - a. According to the Council on Social Work Education (CSWE), Guidelines for Termination for Academic and Professional Reasons:
 - i. Programs are encouraged to differentially define academic and professional performance in their policies. However, knowledge, skill and value expectations are all academic in a professional program as they relate to a student's 'likely performance as a social work practitioner.' They are 'professional' (in the language of the accreditation standard) to differentiate between termination for deficiencies in academic standing and inadequacies in a student's ability to demonstrate professional conduct and relationship skills and behavior consistent with the values and ethics of the profession." (Revised May, 2003)
 - ii. Accordingly, the Tulane School of Social Work framework for professional termination is broad and inclusive of

language taken directly from the CSWE guidelines. Students may be terminated from the program, following due process and procedures of the Academic Hearing Committee and/or the Professional Review Standards Committee, for “failure to meet generally accepted standards of professional conduct, personal integrity or emotional stability requisite for professional practice, inappropriate or disruptive behavior toward colleagues, faculty or staff at school or field placement (CSWE, May 2003).

- iii. This includes failure to comply with the TSSW’s Field Policy Manual, Professional Conduct Expectations Code of Academic Conduct or with the National Association of Social Workers’ Code of Ethics.

Suspension

Any student who is subject to suspension under the guidelines for the professional standards review will be informed in writing. After reviewing the student’s records and other relevant information supplied to the committee, the committee will decide whether to place the student on suspension or to extend the student’s period of probation. The period of suspension for a student who is placed on suspension could be from 1 to 3 semesters depending on the seriousness of the situation or violation. A student who is reinstated following their first suspension may be placed on academic probation for a semester depending on the situation.

Dismissal

TSSW students can be dismissed for any of the aforementioned reasons outlined in this handbook. Students may petition (after two completed semesters) to return to TSSW following their first dismissal. Coursework taken at another college or university during the dismissal period is not transferable to TSSW.

Reinstatement

Students will be eligible to petition to be reinstated beginning their third semester following their dismissal. Students should submit the Petition for Readmission Form to their Program Manager. The Program Managers will submit the petition to the Review Committee for evaluation. The Review Committee primarily shall consist of the Program Director, the Program Manager, the Academic Success Coach, and field (if applicable). The committee will review the petition within 15 business days. The committee will make a determination whether the student can move on to the admissions process and communicate that decision to the student within five business days. The decision of the Review Committee is final.

Successful petitioners will need to finish the admissions process. They will be readmitted on the terms and conditions specified by the Review Committee, which may include academic probation, specification of courses that must be taken or retaken, progress that must be achieved,

the time within which terms and conditions must be met, and classification of academic standing.

****If the student is dismissed a second time, this dismissal is permanent and any petitions to return to TSSW will be denied.**

Teaching Assistant, Graduate Assistant, and Doctoral Student Adjunct Appointments

DSW Students

DSW students are encouraged to seek out opportunities to teach as Teaching Assistants or Adjunct Faculty during their time at TSSW. Only students who are in good academic standing (i.e. 3.00 GPA or higher, no incomplete) will be allowed to take advantage of teaching opportunities.

Secondary requirements include:

DSW students are only able to teach after they have successfully completed (B or better) SOWK 9205: Social Work Pedagogy and Curriculum Development course.

- They must demonstrate sufficient progress (i.e. approved APP proposal or within 1± semester of the APP timeline listed in the DSW Handbook Addendum) on their Applied Practice Project as determined by DSW Program Director or APP Coordinator.
- Students are limited to teach one course per semester.
- Exceptions to the secondary requirements must be requested via email to the DSW and MSW Program Directors.
- All requests will be considered on an individual basis.

Eligibility does not guarantee a teaching position or a specific course.

CCC PhD students

Social Work track CCC students are eligible to serve as paid adjunct instructors beginning in their 3rd academic year. Students must contact the MSW Program Director for individual consideration. All paid positions must be in addition to their required TA assignments (see CCC Student Handbook). In addition, students must be a student in good standing and demonstrate sufficient progress on their dissertation. Students are limited to one paid course per semester.

Exceptions to the secondary requirements must be requested via email to the MSW Program Director and CCC Social Work Steering committee members; all requests will be considered on an individual basis. Eligibility to teach does not guarantee a teaching position or a specific course.

Transfer Credit

MSW Program

In order to obtain your social work license, you must have completed a Council on Social Work Education (CSWE) accredited Master of Social Work (MSW) Program. Only credits from other Master of Social Work Programs accredited by the Council on Social Work Education (CSWE) at the time you attended the program will be accepted. The credit must have been earned within the last 5 years with a final grade of at least a B. TSSW reserves the right to contact the dean or other authorities from the former school(s) to verify that the applicant left the institution in good academic and professional standing. TSSW does not give

academic credit for life or work experience. TSSW considers each request to transfer credits on a case-by-case basis.

No more than a total of 15 credit hours will be accepted by TSSW. Additionally, a maximum number of credits in the below categories will be accepted:

- 1 semester of fieldwork (a maximum of 4 credit hours of field) will be accepted.
- A maximum of 3 courses or 9 credit hours (whichever is less) of foundation courses will be accepted. These courses include:
 - SOWK 7120 Soc Welfare History & Policy (3 c.h.),
 - SOWK 7211 Human Behavior and the Social Environment I (3 c.h.), and
 - SOWK 7310 Intro to Direct Social Work Pr (3 c.h.).
 - No other courses besides electives will be accepted.
- SOWK 7130 Diversity and Social Justice MAY NOT BE SUBSTITUTED UNDER ANY CIRCUMSTANCES.
- A maximum of 9 credit hours of electives courses will be accepted.
- Regardless of the above composition, only a maximum of 15 total transfer credit hours will be accepted.

Degree Requirements Certificate

Disaster Resilience Leadership Studies Certificate

Training the Disaster Resilience Leaders of tomorrow! The Disaster Resilience Leadership Academy (DRLA) is dedicated to the systematic strengthening of global humanitarian leadership. The DRLA creates a process that integrates education, research, and application to achieve increased holistic resilience in communities, households and individuals impacted by environmental challenges and disasters.

The Certificate in **Disaster Resilience Leadership** focuses on the 5 main core competency courses:

1. Human and Social Factors
2. Leadership Analytics/Economics of Disaster
3. Disaster Operations and Policy
4. Environment and Infrastructure
5. Leadership

Graduate

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.

Master of Social Work

The full-time and part-time MSW program requires a total of 60 credit hours. Our Advanced Standing curriculum requires 48 credit hours. Each student completes 12 credit hours of field practicum, which

equates to three full-time semesters of 24 hours per week in field or six part-time semesters of 12 hours per week in field.

Master of Science in Disaster Resilience Leadership

To earn this degree from the School of Social Work, 36 credits must be earned. The 36 credits will consist of 21 credits earned from the DRLA Core Competency courses, 6 credits from DRLA electives, and 9 credits from other electives. The Tulane School of Social Work also offers a dual-degree whereas a student earns both the MSW and the MS concurrently - this option usually adds one semester or course work.

Doctor of Social Work

During their first two years, students will take courses in social work theory, practice and methods. Each semester includes two courses and an independent study during which the student will work with an academic advisor to develop their scholarly portfolio and Advanced Practice Project.

Students are encouraged to develop a possible topic for their advanced practice project early in their doctoral study. Once a topic has been selected, a three-member committee will review a formal proposal and provide feedback to the student. **Final approval of the proposal as fulfillment of a requirement for candidacy for the degree is granted only upon fulfillment of all other requirements for candidacy, including 56 hours of required courses and successful defense of the proposed project.**

Programs

Graduate

- Disaster Resilience Leadership Studies Certificate (Graduate) (p. 60)
- Disaster Resilience Leadership Studies, MS (p. 60)
- Social Work, DSW (p. 61)
- Social Work, MSW (p. 62)

Undergraduate

- Social Work Minor (p. 63)

Disaster Resilience

Mailing Address

Disaster Resilience Leadership Academy
Tulane University #8906
127 Elk Place
New Orleans, La 70112

1-800-631-8234

Administrative Office

Director: Regardt J. Ferreira, PhD
Program Manager: Tona Zwanziger, MS, LCSW
Phone: (504) 247-1453
Website: [tssw.tulane.edu \(https://tssw.tulane.edu/\)](https://tssw.tulane.edu/)

Program Description

The Disaster Resilience Leadership Academy (DRLA) is dedicated to the systematic strengthening of global humanitarian leadership, a process that integrates education, research, and application – to achieve increased resilience in communities and individuals impacted by natural and manmade disasters. Such leadership is guided by the ethics of the Triple Bottom Line: Equity, Environment, and Economy.

The Disaster Resilience Leadership Academy is part of the Tulane School of Social Work. The DRLA's mission of strengthening leadership in communities to address root causes of vulnerability, such as chronic poverty and social inequality, is supported by the School of Social Work's dedication to teaching students about human diversity and the importance of promoting social and environmental justice.

Although there are many graduate programs that focus on disaster and risk management, none of them specifically target the role and development of leadership and resilience in producing effective programs or outcomes, making the DRL Academic Program the first with such a dynamic and innovative focus.

The Disaster Resilience Leadership Science (DRLS) Graduate Degree Program is a broad-based, integrative, policy and evidence-based graduate program that addresses relationships among the physical environment, the built environment, the social, economic, and political institutions and processes that characterize communities that are vulnerable to disasters. The program applies the knowledge of the context of disasters to leadership that leads to more resilient and sustainable post-disaster communities. The purpose of the DRL Graduate Program is to prepare students for professional careers in: (a) communities that are affected by and vulnerable to disaster destruction and disruption; (b) organizations that focus on all phases of disaster management (preparedness, response, recovery, and risk reduction); and, (c) leadership and upper level management positions within organizations and communities that require strong leadership for the promotion of an increased level of resilience.

The Graduate Program in Disaster Resilience Leadership equips students with an interdisciplinary view of the challenges and best practice approaches to leadership in the disaster resilience and humanitarian aid fields to prepare them for careers in:

- emergency preparedness
- resilience
- adaptation
- disaster management
- program monitoring and evaluation
- nonprofit leadership
- grass-root and community development
- risk mitigation
- policy
- disaster risk and recovery

Programs Certificates

- Disaster Resilience Leadership Studies Certificate (Graduate) (p. 60)

Graduate

- Disaster Resilience Leadership Studies, MS (p. 60)

Disaster Resilience Leadership Studies Certificate (Graduate)

The Certificate in **Disaster Resilience Leadership** focuses on the 5 main DRLA core competency courses:

1. Human and Social Factors
2. Economics of Disaster/Leadership Analytics
3. Disaster Operations and Policy
4. Environment and Infrastructure
5. Leadership

Requirements

Course ID	Title	Credits
DRLA Core Competency Courses		
DRLS 6010	Human and Social Factors	3
DRLS 6020	Disaster Operations	3
DRLS 6030	Leadership Analytics	3
DRLS 6040	Environment and Infrastructure	3
DRLS 7000	Leadership	3
Total Credit Hours		15

Disaster Resilience Leadership Studies, MS

The Master's Degree in Disaster Resilience Leadership Studies program is dedicated to the systematic strengthening of global humanitarian leadership, a process that integrates education, research, and application - to achieve increased resilience in communities and individuals impacted by natural and man-made disasters.

The program aims to advance the field of disaster resilience leadership by training and nurturing current and future leaders while promoting research and stimulating global innovation in the disaster resilience and humanitarian assistance community.

The Master of Science degree from DRLA (Disaster Resilience Leadership Academy) is a 36 credit program - a combination of the DRLA core competency classes and electives. Please refer to the Requirements tab for additional details.

Requirements Master of Science (MS)

Course ID	Title	Credits
DRLA Core		21
DRLA Electives		6
Other electives <small>can be from any Grad level school at Tulane</small>		9
Total Credit Hours		36

Dual-Degree (MSW-MS)

As a dual-degree student, some credits taken for the MSW count toward the MS and vice versa. Up to 9 credit hours can be shared/ counted toward both degrees. Students will work closely with their Academic Advisor to track this. Please note, for the dual degree students, SOWK 7420 - Program Evaluation counts for DRLS 6110 and SOWK 7430 - Data Analysis and Interpretation counts for DRLS 6032. These two classes count automatically toward both degrees. SOWK 7075 - Disaster Mental Health and Trauma Interventions and SOWK 7015 - Collective Trauma count as DRLA electives.

Course ID	Title	Credits
DRLA Core		15
DRLA Electives	SOWK 7015 and SOWK 7075 count as DRLA electives	6
Shared credits between MSW and MS		9-15
Total Credit Hours		30-36

DRL Certificate

Please see the list of DRLS Core Competency classes listed below. For the DRL Certificate, DRLS 6110 and DRLS 6032 are not needed.

Course ID	Title	Credits
DRLA Core		15
Total Credit Hours		15

Courses can be taken in any order and as part-time or full-time

DRLA Core Competency Courses:

DRLS 6010, 6020, 6030, 6040 and 7000 are required for the MS, the DRL Certificate and the MSW/MS Dual Degree. There is no flexibility or substitutes for these Core courses.

Course ID	Title	Credits
DRLS 6010	Human and Social Factors	3
DRLS 6020	Disaster Operations	3
DRLS 6030	Leadership Analytics	3
DRLS 6040	Environment and Infrastructure	3
DRLS 7000	Leadership	3
DRLS 6110	Rsh and Eval Crisis - Disaster	3
DRLS 6032	Quantitative Analysis in D. R.	3

DRLA Electives (sample) - varies each semester

Course ID	Title	Credits
DRLS 6015	Disaster Displace & Resilience	3
DRLS 6016	Vulnerable Populations	3
DRLS 6017	Gender and Disaster Risk Red	3
DRLS 6021	Disaster & Human Assist SOP	3
DRLS 6042	Integrating Climate Change	3
DRLS 7830	Independent Study	0-3
DRLS 7500	Continuity of Operations	3
DRLS 6023	Emerging Trends Res & Recovery	3
DRLS 6050	Public Leadership Practice	3

DRLS 6060	Disasters and Social Justice	3
DRLS 6710	Summer Instit: Special Topics (Institutions and Politics of Humanitarian Advocacy)	3
DRLS 6720	Summer Instit: Special Topics	3
DRLS 6730	Summer Instit: Special Topics (Trauma and Resilience in Children)	1-3

Social Work

Programs

Graduate

- Social Work, DSW (p. 61)
- Social Work, MSW (p. 62)

Undergraduate

- Social Work Minor (p. 63)

Social Work, DSW

The Tulane University Doctorate in Social Work is ideally suited for social work professionals seeking rigorous training in advanced practice, professional leadership, and applied research.

The DSW curriculum consists of six semesters of coursework over two calendar years, followed by a final semester of dedicated and independent study on the Advanced Practice.

The DSW@Tulane prepares you to:

- Apply innovative and critical thinking to pressing social, economic and environmental problems
- Advance knowledge through research relevant to social work practice
- Collaborate with practitioners in an array of related disciplines
- Conduct action research in partnership with community organizations and groups
- Communicate evidence-informed social work knowledge through teaching and publication
- Continue the legacy of social work through research, leadership and teaching

Requirements

During their first two years, students will take courses in social work theory, practice and methods. Each semester includes two courses and an independent study during which the student will work with an academic advisor to develop their scholarly portfolio and Advanced Practice Project. DSW courses are taught by Tulane School of Social Work faculty as well as select nationally prominent social work scholars. For a list of courses, please review our program of study. Classes taught by visiting professors will vary by year and their formats may be adapted to maximize offerings.

Year 1

Fall		Credit Hours
SOWK 9010	Portfolio Planning Seminar I	1
SOWK 9101	Leader Evidence Inform Pract	4
SOWK 9102	Theory, Models & Methods	4
Credit Hours		9

Spring

SOWK 9020	Portfolio Planning Seminar II	1
SOWK 9203	Hist Policy Social Welfare	4
SOWK 9204	Quant Method Research	4
Credit Hours		9

Summer Session

SOWK 9030	Portfolio Planning Seminar III	1
SOWK 9200	Program & Clinical Evaluation	4
SOWK 9210	Qualitative Mehtd & Analy	4
Credit Hours		9

Year 2

Fall		Credit Hours
SOWK 9040	Portfolio Planning Seminar IV	1
SOWK 9205	Pedagogy Development	4
SOWK 9206	APP Research Ethics	4
Credit Hours		9

Spring

SOWK 9307	Applied Social Statistics	4
SOWK 9308	Nonprofit Mgmt & Development	4
SOWK 9450	Portfolio Dev Seminar V	1
Credit Hours		9

Summer Session

SOWK 9309	Comm Adv & Part Research	4
SOWK 9310	APP Grant Writing	4
SOWK 9460	Portfolio Seminar VI	1
Credit Hours		9

Year 3

Fall		Credit Hours
SOWK 9470	Portfolio Develop Seminar VII	1
SOWK 9480	Portfolio Develop Seminar VIII	1
Credit Hours		2
Total Credit Hours		56

Note. Schedule is based on Fall start, beginning classes in Spring or Summer will result in a slight change in the order of classes.

Immersion

As part of the DSW curriculum students will complete a 4 day immersion project in New Orleans, Louisiana. The academic residency will occur during the summer semester and provides an opportunity to network with fellow students and faculty. The residency experience is designed to emphasize applied learning and identifying program outcomes in partnership with a local social service agency. Students will require skills useful in conducting action research with community organizations and further develop a critical frame for designing real

world program and clinical evaluations. The immersion program will also provide an opportunity to identify program evaluation or action research questions consistent with their Advanced Practice Project and further develop their APP proposal.

Advanced Practice Project

Students are encouraged to develop a possible topic for their advanced practice project early in their doctoral study. Once a topic has been selected, a three-member committee will review a formal proposal and provide feedback to the student. Final approval of the proposal as fulfillment of a requirement for candidacy for the degree is granted only upon fulfillment of all other requirements for candidacy, including 56 hours of required courses and successful defense of the proposed project.

Program Faculty

DSW courses are by Tulane School of Social Work professors and visiting faculty from a variety of social science disciplines, including social work, sociology, urban studies and psychology. Our visiting faculty are nationally renowned experts in their field, bringing with them expertise in grant-writing, program evaluation, academic publication and public policy.

Social Work, MSW

The Tulane School of Social Work's mission is to enhance the well-being and equitable treatment of diverse individuals and communities through transformative education, generation of knowledge, service, and community engagement.

This course of study is designed to offer the best clinical and community training that addresses the unique needs of individuals, families, groups, organizations, and communities. Students in the program enjoy a variety of learning experiences, including traditional and non-traditional class experiences. Team projects, problem-based learning, creative simulation, team teaching, field work, and electronic learning exchanges are just some of the enriching experiences you will enjoy while fulfilling the requirements for the Master of Social Work.

Requirements

MSW Curriculum: Full-Time

Our full-time program requires 60 credit hours. Full-time students can complete the program in four semesters over 16 months with 3 full-time semesters of field. Our advanced standing program requires 48 credit hours. Advanced standing students can complete the program in three semesters over 12 months with 3 full-time semesters of field.

Sample Full-Time Curriculum

Course ID	Title	Credits
Semester 1		
SOWK 7120	Soc Welfare History & Policy	3
SOWK 7130	Diversity and Social Justice	3
SOWK 7211	Human Behavior and the Social Environment I	3
SOWK 7310	Intro to Direct Social Work Pr	3
Semester 2		

Advanced Standing Starts Here

SOWK 7421	Research for Program Evaluation and Evidence Based Social Work	3
SOWK 7230	Community Org-Policy Advocacy	3
SOWK 7221	Human Behavior and the Social Environment II	3
SOWK 7320	SW Prac with Inds Fams &Groups	3
SOWK 7520	Field Practicum & Seminar I	4
Semester 3		
SOWK 7331	Advanced Integrated Clinical and Community Practice I	3
SOWK 7431	Data Analysis and Interpretation for Program Evaluation Research	3
SOWK 7345	Psychopathology and the DSM	3
SOWK 7530	Field Practicum & Seminar II	4
SOWK Elective		3
Semester 4		
SOWK 7341	Advanced Integrated Clinical and Community Practice II	3
SOWK 7440	Integrative Capstone Seminar	3
SOWK 7540	Field Practicum Seminar III	4
SOWK Elective		3
SOWK Elective		3
Total Credit Hours		60

MSW Curriculum: Part-Time

Our part-time program requires 60 credit hours. Students can complete the program in eight semesters over 32 months with 6 part-time field placements.

Note: You are required to have at least one weekday each week available for field placement.*

Course ID	Title	Credits
Semester 1 - Foundation Courses		
SOWK 7120	Soc Welfare History & Policy	3
SOWK 7130	Diversity and Social Justice	3
SOWK 7211	Human Behavior and the Social Environment I	3
Semester 2 - Foundation Courses		
SOWK 7221	Human Behavior and the Social Environment II	3
SOWK 7310	Intro to Direct Social Work Pr	3
Semester 3		
Advanced Standing Starts Here		
SOWK 7320	SW Prac with Inds Fams &Groups	3
SOWK 7230	Community Org-Policy Advocacy	3
SOWK 7910	Field Practicum & Seminar PT 1	2
Semester 4		
SOWK 7345	Psychopathology and the DSM	3
SOWK 7421	Research for Program Evaluation and Evidence Based Social Work	3
SOWK 7920	Field Practicum & Seminar PT 2	2

Semester 5		
SOWK 7431	Data Analysis and Interpretation for Program Evaluation Research	3
SOWK 7930	Field Practicum & Seminar PT 3	2
SOWK Elective		3
Semester 6		
SOWK 7331	Advanced Integrated Clinical and Community Practice I	3
SOWK 7940	Field Practicum & Seminar PT 4	2
SOWK Elective		3
Semester 7		
SOWK 7341	Advanced Integrated Clinical and Community Practice II	3
SOWK 7950	Field Practicum & Seminar PT 5	2
SOWK Elective		3
Semester 8		
SOWK 7440	Integrative Capstone Seminar	3
SOWK 7960	Field Practicum & Seminar PT 6	2
Total Credit Hours		60

Social Work Minor

Overview

The social work minor introduces to students to the knowledge, skills, and values that are required in those jobs, particularly students who are majoring in sociology, psychology, and gender and sexuality studies. The minor also comports with the institutional motto of "not for one's self, but for one's own." In addition, those students interested in any future career opportunities that involves human relationship such as business, public health, medicine, and law will be enhanced by the minor offering a unique perspective to their professional program preparedness. Moreover, it will provide undergraduates across all majors to see social work as meaningful and vital career opportunity and gateway into our MSW program. Those students who successfully complete the social work minor and graduate with a 3.0 GPA, will automatically be accepted into the TSSW MSW program and receive priority consideration of merit scholarships.

Requirements

The social work minor requires 18 credit hours (six classes total) of social work content. Within the minor, there are three required courses (three credits each, totaling nine credit hours) and three additional social work electives (an additional nine hours).

Course ID	Title	Credits
Required Courses		
SOWK 1500	Do Work that Matters: An Introduction to Social Work Practice	3
SOWK 2000	Intro Social Policy/Prac	3
SOWK 2220	Drug Use: Univ & Inner City	3
Elective Social Work Coursework		
9		
Select 3 courses from the list below		
SOWK 1000	Trauma! A Survey Course	
SOWK 2100	Family Trauma-A Survey Course	

SOWK 2230	Guns & Gangs
SOWK 2510	Making Meaning of Trauma
SOWK 3200	No One Lives Forever: Death, Dying, and Grief in the Modern Era
SOWK 3500	Protests, Activism, and Social Movements
SOWK 4000	SPP: Emerging Programs & Policy
<hr/>	
Total Credit Hours	18

COURSE DESCRIPTIONS

#

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

A

- Accounting (ACCN) (<https://catalog.tulane.edu/courses/accn/>)
- Admiralty Law (ADMR) (<https://catalog.tulane.edu/courses/admr/>)
- Africana Studies (AFRS) (<https://catalog.tulane.edu/courses/afrs/>)
- Aging Studies (AGST) (<https://catalog.tulane.edu/courses/agst/>)
- American Sign Language Studies (ASLS) (<https://catalog.tulane.edu/courses/asls/>)
- Anatomy - Graduate (ANAT) (<https://catalog.tulane.edu/courses/anat/>)
- Anthropology (ANTH) (<https://catalog.tulane.edu/courses/anth/>)
- Anthropology (PAAN) (<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) (p. 68)

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) (<https://catalog.tulane.edu/courses/ergl/>)
- Engineering Physics (ENGP) (<https://catalog.tulane.edu/courses/engp/>)
- English (ENGL) (<https://catalog.tulane.edu/courses/engl/>)
- English (ENLS) (<https://catalog.tulane.edu/courses/enls/>)
- English (PAEN) (<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) (<https://catalog.tulane.edu/courses/gdev/>)
- Global Finance (GFIN) (<https://catalog.tulane.edu/courses/gfin/>)
- Greek (GREK) (<https://catalog.tulane.edu/courses/grek/>)

H

- Haitian Creole (HACR) (<https://catalog.tulane.edu/courses/hacr/>)
- Health Policy & Management (HPAM) (<https://catalog.tulane.edu/courses/hpam/>)
- Hebrew (HBRW) (<https://catalog.tulane.edu/courses/hbrw/>)
- Historic Preservation (PRES) (<https://catalog.tulane.edu/courses/pres/>)
- History (HIST) (<https://catalog.tulane.edu/courses/hist/>)
- History (PAHS) (<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) (<https://catalog.tulane.edu/courses/empl/>)
- Latin (LATN) (<https://catalog.tulane.edu/courses/latn/>)
- Latin American Studies (LAST) (<https://catalog.tulane.edu/courses/last/>)
- Law Clinical Courses (CLIN) (<https://catalog.tulane.edu/courses/clin/>)
- Law First Year Courses (1LAW) (<https://catalog.tulane.edu/courses/1law/>)
- Law Mini Courses (MINI) (<https://catalog.tulane.edu/courses/mini/>)
- Law Non-Classroom Courses (NCLS) (<https://catalog.tulane.edu/courses/ncls/>)
- Law Special Courses (LAWS) (<https://catalog.tulane.edu/courses/laws/>)
- Law Summer Program in Germany (LGER) (<https://catalog.tulane.edu/courses/lger/>)
- Law Upperclass Electives (2) (2LAW) (<https://catalog.tulane.edu/courses/2law/>)

- Law Upperclass Electives (3) (3LAW) (<https://catalog.tulane.edu/courses/3law/>)
- Law Upperclass Electives (4) (4LAW) (<https://catalog.tulane.edu/courses/4law/>)
- Legal Studies in Business (LGST) (<https://catalog.tulane.edu/courses/lgst/>)
- 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 (OBGY) (<https://catalog.tulane.edu/courses/obgy/>)
- 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/nscli/>)

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/polit/>)
- 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) (p. 72)
- 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/>)

Disaster Resilience Leader Sci (DRLS)

DRLS 6010 Human and Social Factors (3)

Outline terminology relevant to the field of disaster resilience leadership (DRL) as it pertains to human and social factors; Understand and apply relevant global, national and state policies and legislation in the field of disaster resilience; Discuss critically the ethical considerations in disaster work (social justice, human dignity, anti-oppressive); Describe, explain and apply human and social theories for DRL (Eco-systemic; structural functionalism, social capital, conservation of resources and progression of vulnerability); Discuss critically the disaster recovery process of the individual exposed to disasters as a life event from a multi-dimensional approach; Evaluate the dynamics within the family/household affected by disasters and disaster recovery; Define and outline building disaster-resilient communities; Outline and explain the role of the media and social media in DRL; Plan intervention programs within the context of the disaster management cycle; Plan disaster-related crisis and stress management programs that promote resilience; Identify the psychosocial needs of specific populations (vulnerable populations, e.g. children, the aged, animal owners, people with disabilities, poorest of the poor, HIV/AIDS, etc.); Understand and explain disaster research.

DRLS 6015 Disaster Displace & Resilience (3)

Course will provide future disaster resilience leaders with a humanistic framework for understanding the cultural dynamics of forced migration and its connection to contemporary processes of global social transformation, the proliferation of transnational communities, and emergent conceptual spaces of identity formation during exile.

DRLS 6016 Vulnerable Populations (3)

The Vulnerable Populations course will provide future disaster resilience leaders with a fundamental understanding of the social constructions of human vulnerability to disasters, conceptualizing populations at risk in a disaster framework and review of best practices in vulnerability reduction through capacity-building. The course offers a cross-cultural and interdisciplinary exploration of culturally sensitive strategies responsive to the needs of vulnerable populations, a comprehensive approach to engaging communities through the use of vulnerability and capacity assessment (VCA), and the social, political, economic, and cultural inequalities that represent intersecting vulnerabilities. The study of vulnerable populations will incorporate a humanistic perspective, investigating the role of cultural competence and the need for a participatory multi-stakeholder approach in community-based disaster risk reduction and sustainable development.

DRLS 6017 Gender and Disaster Risk Red (3)

This course examines the critical role that women play in strengthening community resilience to multiple disasters, the importance of women's knowledge and experience in the formulation of comprehensive adaptive strategies, and the need for their inclusion in disaster risk reduction and sustainable development planning. The course offers a cross-cultural exploration of the unique needs of women throughout the complete life-cycle of a disaster event and the advantages gained from female participation in disaster preparedness and response. The interdisciplinary study of disasters and their effects on women will investigate gender-bias in disaster practices, the cultural and organizational vulnerability of women, familial disruption and hazard perception, post-disaster domestic and sexual violence against women, and the plight of female refugees.

DRLS 6020 Disaster Operations (3)

Disaster Operations is an advanced professional level examination of modern emergency management concepts, national and international trends, practical and political issues and policies, technological applications to emergency management, and the development and practical implementation of sound emergency management practices designed to protect people, communities, critical infrastructure and key assets. Included will be a brief review of the history of emergency management, legal issues, social science perspectives, planning concepts and techniques, disaster modeling, operational problems, analytical methods, special populations, and management styles. Case studies will be examined and discussed to determine the extent of effective or ineffective planning, responding, and recovering from natural and technological disasters.

DRLS 6021 Disaster & Human Assist SOP (3)

The course focuses on the practice of procedure development for emergency preparedness and response. The first part of the course focuses on building an evidence base of better practice in emergency preparedness and response through the use of After Action Reviews and other forms of systematic inquiry. Students will explore how an organization's capabilities are appropriately or inappropriately matched with their commitments to preparedness and response as a starting point for development of procedures and policy. In the next section of the course students examine operational frameworks commonly in used by national and international emergency response organizations including Incident Command System (ICS) used the USA. Presentations on the functional organization of emergency response and individual functional areas will follow. The last section of the course will present organizational structures to support the use and maintenance of SOPs. Procedure communication, capacity building, and simulations will be presented.

DRLS 6022 Catastrophic Crises (1-3)

This course will review events so dramatic and catastrophic that they leave evidence in the geologic record and can threaten life on Earth. Included will be violent volcanic eruptions, mega-earthquakes and the tsunami arising from them, rapid climatic changes and associated storms, and impacts from asteroids and comets.

DRLS 6023 Emerging Trends Res & Recovery (3)

This course will review the most recent trends in resilience and recovery efforts as it relates to natural disasters and catastrophic events.

DRLS 6030 Leadership Analytics (3)

This course provides an introduction to economic recovery and resilience in relation to natural and technological hazards. It particularly focuses on issues facing small businesses, community and regional planners, and non-profit advocates in preparing for and recovering from disasters. It also analyzes issues of justice in relation to economic shock. The economic recovery of areas affected by natural and technological disasters is critical to the overall recovery of regions. The return of industries plays an integral part in the production of capital and other resources required by local residents to pursue their own personal recovery. Similarly, in cases of evacuation, the return of businesses and services provides signals to evacuees that their communities may be stable enough to return to. This course therefore explores the fundamentals of economic recovery and resilience by considering the typical impacts that disasters have on businesses, the institutional environment for economic preparation and planning, and the contemporary philosophies and practices of economic resilience.

DRLS 6032 Quantitative Analysis in D. R. (3)

Introduces students to quantitative data principles, methods, and applications relevant to disaster resilience practice and research. It emphasizes the practical application of data to assess quality of evidence and contribute to knowledge through systematic inquiry, including comprehension of data collection and research methods relevant to disaster resilience data creation. Understanding the scope and application of data in disasters is stressed. Methods in statistics and epidemiology are foundational. The one-credit lab section builds on the lecture, introducing skills in computation for data processing and interpretation.

DRLS 6035 Leadership Amidst Crisis (3)

This course is designed to provide the student with the ability to read, research, write, and discuss the tenants of effective leadership and leading during crisis and disaster. This course will enable the student to learn about this critical pillar of effective disaster and crisis response leadership through literature review, dynamic seminar discussions, written expression, and subject matter expert lecture experiences. It will begin through the introduction of the concepts of effective leadership including principles, traits, and universal concepts then transition into a more in-depth review of leading through organizational change, common leadership pitfalls to avoid, creating visionary leadership, and will culminate with a focus on leadership amidst crisis. From this, the student will be able to discuss and write about effective leadership in the design of their own leadership philosophy in their individual pursuit in disaster resilience leadership.

DRLS 6040 Environment and Infrastructure (3)

To understand and evaluate: the risks that natural and technological disasters pose to the human environment, the ways that land use, resource use, and environmental policy affect the risks posed by natural and technological disasters, the ways in which the natural environment functions as a "public good," providing a range of "services"—including protection from disaster-based harms—for human and non-human populations, the ways in which the built environment functions as a "public good," providing a range of "services"—including protection from disaster-based harms—for human and non-human populations, the ways that climate change impacts affect disaster risk and how actors in the public and private sectors are seeking to reduce climate-change-based risks; To understand in general terms the history of the environmental movement, the development of modern environmental policy, and the development of modern disaster risk-reduction policy in the United States, how social vulnerability (based on factors related to wealth, race, age, sex, disability, education level, etc.) affects a community's disaster risk in an environmental setting, and the ways that actors in the public and private sectors are addressing or might address the special risks posed by social vulnerability.

DRLS 6042 Integrating Climate Change (3)

The course is an advanced professional-level examination of the fields of climate change adaptation and disaster risk reduction and ongoing efforts both domestically and internationally to integrate these two hazard mitigation efforts. Class presentations and discussions will examine the various issues relevant to the design and implementation of climate change adaptation and disaster risk reduction plans and actions including costs, benefits, legal issues, impact on development, environmental links and concerns, as well as governance issues. Students will analyze the assessment of climate-related risk and the design methods and technological tools used to develop and implement climate and hazard risk reduction plans and actions. The role and leadership of stakeholders from the public and private sectors will be closely examined. Case studies will be introduced to generate examination of and discussions on the ways climate change adaptation and disaster risk reduction actions have been successfully implemented and how local, regional and national governments are working to integrate these two activities.

DRLS 6050 Public Leadership Practice (3)

This course offers a critical and reflective exploration of public leadership practices at play in communities that social researchers and practitioners encounter, and how to enhance and support these as co-leaders working with people rather than experts prescribing to, or analyzing, people. Working with communities can present critical challenges that can have an impact on leadership resilience. This course examines the interactions of academic, organizational, and community leaders through a critical and reflective exploration of public leadership practices at play in communities that social researchers and practitioners encounter, and how to enhance and support these as co-leaders working with people rather than experts prescribing to, or analyzing, people. The course combines academic, professional, and applied perspectives to create a critical lens through which students can become better prepared to enter AND ENGAGE WITH THE community IN PARTNERSHIP TO STRENGTHEN RESILIENCE. Students will connect theory to practice through a combination of academic readings, applied training sessions, and community-based participation and observation.

DRLS 6060 Disasters and Social Justice (3)

"The course offers an interdisciplinary exploration of the ways in which disasters disproportionately affect different communities across the US and internationally. Why are some individuals or communities more vulnerable than others? The course will use the feminist sociological theory of "intersectionality" an underlying theory and mode of looking at the multiple identifies that affect one's ability to prepare, respond or recover from disasters. We will look at what role issues of race, ethnicity, gender/gender identity, class, age, dis/ability, sexual orientation and other social categories play in disaster resilience and management. The overall objective of this course is to gain a holistic understanding of the unnatural phenomenon of environmental disasters, including the social construction of disasters, environmental justice, disaster capitalism, normalization of deviance, Black Swan theory, individual blame logic and contaminated communities. Case studies - of local, national and international disasters - will be used to illustrate the principles involved. The course will combine theory with practical approaches to the issue, drawing on resources from different disciplines with a particular focus on the fields of sociology, social work, environmental and social justice, disaster management, community psychology, health, cross-cultural studies and urban planning."

DRLS 6070 Program Dev & Grant Management (3)

This course will provide future disaster resilience leaders with the knowledge and skills necessary to develop a competitive grant proposal to secure external funding from government agencies, corporations, and private foundations. Understanding the fundamental components of a grant proposal, as well as gaining familiarity with the current funding environment, and managing a successful program grant to completion will be examined. The course presents a brief overview of philanthropy while identifying potential funders, exploring how the generic structure of proposals varies according to sociocultural and institutional settings and understanding the linkages between proposal development and program implementation.

DRLS 6110 Rsh and Eval Crisis - Disaster (3)

Evaluation is the key organizational tool for both accountability to affected people and those providing the funding as well as learning from individual responses to improve performance. This is a practical skills based course that will build a student's capacity to conduct, manage, and use the results of evaluations (impacts and process evaluation methods) in emergency response and humanitarian action.

DRLS 6220 Wellbeing Measurement (3)**DRLS 6310 Leadership Eval & Consulting (3)**

This course teaches and trains master's-level students the appropriate and ethical standards of practice in (a) evaluating the quality and style of leadership in a particular organization, (b) reporting on the results and suggestions from the evaluation; (c) assisting leaders in devising an organizational, systemic plan for improving leadership skills, and; (d) coaching and consulting with the leadership. Thus, students will learn first-hand how to help organizations make significant improvements in the organization and its effectiveness with specific and measurable outcomes by focusing on resilience and strategic leadership capacity building.

DRLS 6320 Gender Sensitive Programming (3)**DRLS 6710 Special Topics (3)**

"Washington DC: Why does the response to some disasters succeed while others fail? What disaster recovery practices result in rebuilding a more resilient community? What are the attributes of an effective disaster operations capability? What are the legal and statutory challenges encountered in response and recovery operations? How is disaster policy developed and implemented? How do I get a job with organizations working in domestic or humanitarian disasters? This course will seek to answer these and other questions concerning disaster operations and policy development in the United States and around the world through a series of panel discussions with disaster policy makers and managers from government agencies, domestic and international NGOs, voluntary organizations, donors, and the business community. Taking full advantage of being in Washington, DC, panelists from FEMA/DHS, the American Red Cross, the US Chamber of Commerce, the United Nations, the Department of Health and Human Services, Save the Children, National Voluntary Organizations Active in Disasters (NVOAD), Resilience AmeriCorps, the World Bank, contractors, and others will be invited to discuss how they develop the policies and programs that drive their disaster response, recovery and resiliency efforts and job opportunities with their organizations. Potential Panel Topics: Voluntary agencies; INGOs; Local emergency management agencies; FEMA and other Federal agencies; State emergency management agencies; Federal humanitarian agencies; United Nations agencies; Public Health agencies; Donors and International Financial Institutions. "

DRLS 6720 Special Topics (3)

Topics will vary.

DRLS 6730 Special Topics (1-3)

Topics will vary.

DRLS 6740 Summer Instit: Special Topics (3)

Topics will vary.

DRLS 6910 Special Topics (1-3)

Topics will vary.

DRLS 6911 Special Topics (1-3)

Topics will vary.

DRLS 6940 Transfer Credit (1-12)

Topics will vary.

DRLS 7000 Leadership (3)

This course will dive into recent disasters as the backdrop to explore how theories of leadership ring true or are challenged in practice. Students will be invited to recognize that leaders in the disaster space must be students of people - their needs, motivations, and expectations. Students will have the opportunity to hear from a number of seasoned leaders who will speak to experiences navigating policy, power dynamics and personalities. The course will conclude with the opportunity for students to identify traits and behaviors of leaders to be emulated and to craft those into a personal development roadmap for use in their careers as leaders in the disaster space.

DRLS 7010 Sustainability and Resilience (3)

This course explores the relationship between environmental sustainability and disaster resilience. The terms "sustainability" and "resilience" are often [incorrectly] used interchangeably and each have numerous definitions depending on context. According to Cutter,¹ "Sustainability is the potential to maintain the long term well-being of communities based on social, economic, and environmental requirements of present and future generations. It stresses the interdependencies of environmental protection, human needs, and societal well-being, acknowledging the primary goal of improving the human condition without harming the environment." In this course, we will discuss a range of topics—from water to energy to food to climate change—and the challenges and pathways to sustainable practices and how these can support or limit disaster resilience. We will pay special attention to the ways environment and equity are intertwined. Students will gain knowledge about sustainable systems and applying these concepts to disaster planning, management, and recovery.

DRLS 7020 Disaster Recovery & Resilience (3)

The purpose of the course is to focus on the short and long-term reality of the environmental disaster facing the South Louisiana Coastal in the physical area between the mouth of the Mississippi and the Atchafalaya basin outlet. Using the tools of implementation science we will collectively segment and organize evidence to understand and chart a path to resilience for the different local populations directly impacted. Multiple pedagogical approaches including lectures, field trips, readings, interviews with local residents and outside speakers will be utilized to render the scope of the experience as inclusive as possible. The course focuses on building analytical skills and methodological tools for understanding and increasing the rate of implementation of resilience strategies for effected communities. Specific skills of implementation science will be taught which when combined with contextual knowledge of the training site will lead to the competency of being able to execute and prepare and implement a plan for assisting communities in becoming rapidly more prepared and more resilient to environmental threats. The subject will be the long term disaster of coastal degradation and global warming on the Louisiana gulf coast.

DRLS 7500 Continuity of Operations (3)

Planning for Continuity of Operations (COOP) is an introductory course designed to provide students with a foundation in continuity planning. Continuity planning is an important part of the emergency management process and of resilience. Without COOP the resilience of an organization (whether it be a small non-profit, a corporation, a city, etc.) is diminished. Furthermore, the recovery phase of emergency management is not as seamless as it could be, which can cause significant delays and setbacks in returning to business as usual. This interactive online course will cover the foundations of continuity of operations planning cycle from the business impact analysis through exercising the COOP; additionally, students will learn about the importance of COOP, where COOP fits into emergency management, and how to engage stakeholders. Course work shall include case studies, independent research, discussion board posts, group work, and presentations.

DRLS 7830 Independent Study (0-3)

Independent Study courses gives graduate students an opportunity to work with a faculty advisor to pursue a personal academic interest with greater focus. Permission must be given by the DRLA Director to sign up for an Independent Study. Qualified students must develop a syllabus and schedule with the faculty advisor that is approved by the program Director prior to registration.

DRLS 7940 Transfer Credit-Grad (3)

Transfer Credit - Graduate Level. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

Social Work (SOWK)

SOWK 1000 Trauma! A Survey Course (3)

This hybrid survey course introduces students to the universal concept of trauma and the global scope and impact of traumatic experience on individuals and communities. Students have the unique opportunity to be involved in the development of TraumaQuest, an innovative online Course Game that reinforces educational objectives and challenges students to apply knowledge in a gaming environment designed to simulate disaster and promote resiliency. The techniques and methodology pioneered during the development phase of TraumaQuest will provide students with an interdisciplinary examination of trauma and resilience, as well as facilitate engagement through student input on design considerations and stylization of academic content.

SOWK 1500 Do Work that Matters: An Introduction to Social Work Practice (3)

This course will serve as an introduction to the social work profession, its history and development, values and ethics, and the systems where social workers practice with individuals, families, organizations, and communities. This course will examine contemporary issues in the context of social justice and systemic barriers. This course will explore the knowledge and skills that social workers utilize in social service agencies and the educational steps required to become a social worker. This course is open to all undergraduate students.

SOWK 2000 Intro Social Policy/Prac (3)

This course examines the processes that influence the development of social policy and social services. Included are legislative and political processes, models of policy analysis, service delivery and policy implementation. Effects of these on people are considered from global, political, economic and social policy perspectives. This course is developed around the general proposition that social workers utilize knowledge and skills to carry out roles and functions critical for practice. Such knowledge and skills include the application of social policy analysis, the legislative process, the role and impact of politics and political choice on the quality of life of people, and the effect of economic-social policy decision and judicial actions on social services. In addition, the course examines the variability of the common and uncommon attributes of service delivery systems.

SOWK 2100 Family Trauma-A Survey Course (3)

Trauma Foundations is an online only graduate course aimed at students being exposed to and critically evaluating the complex factors that affect people and their relationships following a traumatic event across the life cycle and across various traumatic events and circumstances. Students will focus on understanding the causes, consequences, assessment, and treatment trauma at the individual, interpersonal, and community levels. Through examination, discussion group leadership activities, and other assignments student learn about undergraduate students' experiences with trauma, along with an examination of their own experiences and those of others in their life. They are more prepared to engage in personal reflection about how their life experiences may affect social work practice. Students will develop an understanding of how differing theoretical frameworks can empower and / or oppress diverse populations exposed to trauma. They will also learn to communicate this understanding in a professional and ethical way with fellow graduate students, the instructor, and those undergraduate students in the discussion group they lead. Collectively and together with other courses, students will be more competent assessment, intervention, and evaluation in social work practice.

SOWK 2220 Drug Use: Univ & Inner City (3)

This course is designed to explore the epidemiology, prevalence, and culture of embeddedness of polydrug use and abuse among college students and inner-city residents. Students will compare and contrast the sociopolitical, sociocognitive, legal, and economic processes that contribute to high risk health behaviors in college and inner-city communities. Participants will develop and understanding of how one's family, friends and current systemic anti-drug initiatives come to shape high-risk health behavior patterns. Panel presentations by former polydrug users from each community will be held with a focus on developing creative solutions for a growing problem.

SOWK 2230 Guns & Gangs (3)

Unlike adult crimes, most juvenile delinquency is committed in groups. The aim of this course is to examine national and local gang dynamics within the context of weapon availability, drug markets, turf issues, and the economy. The rapidly changing social variables of race, social class, migration, and immigration are explored relative to gang membership, chronic gang problems, and solutions.

SOWK 2510 Making Meaning of Trauma (3)

This course is about the suffering that may be caused by traumatic events, and the way that suffering is soothed through spirituality and faith. In this class students will: *explore the early history of religion and health, and through the benefit of a mind-body spirit approach to resilience; *learn about disaster impact - to a community, a family, and an individual - and the ways in which disaster recovery tests the human spirit; *learning the basics of stress and trauma from a clinical perspective, and from the perspective of the major religions traditions (Christianity, Judaism, Islam, Hinduism, Buddhism, non-believers, etc.); *discuss concepts such as pain, suffering, despair, pleasure, joy, forgiveness, grace and transformation; *acquire skills (e.g., relaxation and stress reduction methods) that, when practiced regularly, will be useful when life takes a dark turn for you or someone you know; and *learn about trauma theory and religions traditions, and ways in which an integrated approach to trauma recovery may be transformative.

SOWK 3200 No One Lives Forever: Death, Dying, and Grief in the Modern Era (3)

This course will help students learn about the ways we interact with illness and death. Students will explore how serious health crises impact individuals and families. The exploration continues through end-of-life decision-making and death. This course examines funeral practices locally in New Orleans and then shifts to global practices demonstrating different perceptions of death and familial/community connections with deceased. The course examines special topics such as suicide, euthanasia, physician-assisted death, and violent death through the lens of individuals and families and then in the broader context of communities and policy. Students will be asked to reflect on their own values and beliefs about end-of-life decisions and life after death beliefs.

SOWK 3500 Protests, Activism, and Social Movements (3)

In this course you students will examine the historical, the sociopolitical, socio-cultural, legal, economic, and pedagogical aspects, and experiential processes related to EDI Activism. Students will be provided training on "how to" engage in effective EDI activism within specific contexts and environments. They will hear from nationally renowned scholars and activists who will share the "nuts and bolts" of contemporary protest and activism. Students will have the opportunity to compare and contrast styles of protest and activism during different eras of our nation's history beginning with the Revolutionary War through the Black Lives Matter movement. Participants will develop an understanding of the insidious nature of white supremacy and its role in shaping our nation's history, activism, protest, and issues surrounding equity, diversity, and inclusion. Guest lectures and panel presentations by nationally renowned activism scholars and experts will focus on why protests and activism are necessary and offer creative solutions for achieving social justice, equity, diversity, and inclusion in our nation.

SOWK 4000 SPP: Emerging Programs & Policy (3)

This course is in the social policy curriculum area required for undergraduate SP&P Coordinate Majors. Students will apply both social work and interdisciplinary perspectives to analyze contemporary social welfare policy issues and programs at the federal, state and local levels. This course will explore the historical, economic, political, ideological, and other social conditions that influence policy development in the United States. Specific policy areas discussed include: means-tested social welfare programs, immigration, education, intimate partner violence, community violence, incarceration and health. This course will give particular attention to the impact of social policies and programs on at-risk or marginalized populations (e.g. people of color, people with disabilities, women, children, LGBTQ individuals), highlighting social and economic justice dimensions of social policy and potentials for policy reform.

Prerequisite(s): SOWK 2000.

SOWK 4800 Morphology of Disasters (3)

In this course we will explore the morphology of disaster, by gaining an understanding of what disaster is, how disaster is generated, the associated impacts of disaster and how to mitigate disaster impacts through policy and legislation. Students will compare and contrast the different types of disasters by applying the progression of vulnerability to different disaster scenarios. Participants will develop an understanding of how root causes, dynamic pressures and unsafe conditions come to shape the associated impacts of disaster on the individual, the household/family and the community. Guest lectures by disaster resilience experts will be held with a focus on developing innovative and sustainable solutions for an ever increasing universal problem.

SOWK 6670 Social Work (12-15)**SOWK 6940 Transfer Coursework (0-20)**

Transfer coursework at the 6000 level. Departmental approval required.

Maximum Hours: 99

SOWK 7000 Trauma Foundations (2-3)

Trauma Foundations is an online only graduate course aimed at students being exposed to and critically evaluating the complex factors that affect people and their relationships following a traumatic event across the life cycle and across various traumatic events and circumstances. Students will focus on understanding the causes, consequences, assessment, and treatment trauma at the individual, interpersonal, and community levels. Through examination, discussion group leadership activities, and other assignments student learn about undergraduate students' experiences with trauma, along with an examination of their own experiences and those of others in their life. They are more prepared to engage in personal reflection about how their life experiences may affect social work practice. Students will develop an understanding of how differing theoretical frameworks can empower and / or oppress diverse populations exposed to trauma. They will also learn to communicate this understanding in a professional and ethical way with fellow graduate students, the instructor, and those undergraduate students in the discussion group they lead. Collectively and together with other courses, students will be more competent assessment, intervention, and evaluation in social work practice.

SOWK 7010 Family Trauma (3)

Family Trauma is an elective graduate course that explores the roles and reactions of families to trauma in all contexts and how best to help traumatized families. The course is designed to introduce you to the concept and universality of trauma, the commonly observed definitions and theories of trauma, the causes and consequences of trauma, the critical risk and protective factors associated with trauma resilience, and to provide an overview and the best practices for helping traumatized families. The course used an anti-oppressive, trauma-informed psychosocial lens that promotes human development. The overall purpose of the course is to prepare professionals for working with the traumatized by being familiar with the research, theory, and practice of family trauma of promoting recovery and mental health. This course takes an anti-oppressive social work practice approach, tying together the values of social justice with the recognition of power differentials in the interpersonal and professional relationships. In doing so, the course also explores the importance of understanding and helping families who are underserved. This class will utilize a number of instructional techniques including: lectures, case studies, class discussion, and interactive group activities both online and offline. Prerequisite(s): SOWK 7320.

Prerequisite(s): SOWK 7320.

SOWK 7015 Collective Trauma (3)

Collective Trauma is an elective graduate course that explores the roles and reactions to collective trauma in all contexts and how best to help collective trauma survivors. The course is designed to introduce you to the concept of collective trauma following an overview of the universality of trauma, the commonly observed definitions and theories of trauma, the causes and consequences of trauma, the critical risk and protective factors associated with trauma resilience, and to provide an overview and best practices for helping those most impacted by collective trauma. Natural disasters war, terrorist attacks, genocide, slavery, and catastrophic accidents are important examples of collective trauma. Collective trauma creates In their wake, survivors who experience and struggle with similar challenges Including the psychosocial and emotional, as well as medical Injuries and conditions. The course uses an anti-oppressive, trauma-informed psychosocial lens that promotes human development.

SOWK 7026 Leadership in Disaster (3)

This course will dive into recent disasters (Hurricane Harvey, Hurricane Maria, and others) as the backdrop to explore how theories of leadership ring true or are challenged in practice. Students will be invited to recognize that leaders in the disaster space must be students of people—their needs, motivations, and expectations. Students will have the opportunity to hear from a number of seasoned leaders who will speak to experiences navigating policy, power dynamics and personalities. The course will conclude with the opportunity for students to identify strategies, approaches, traits, and behaviors of leaders to be emulated and to craft those into a personal development roadmap for use in their careers as leaders in the disaster space.

SOWK 7075 Disaster MentalHealth Interven (3)

Disaster Mental Health Interventions is an elective course that explores the role of mental health practitioners in disaster contexts using an anti-oppressive social work practice lens. The course is designed to follow the disaster management cycle, identifying the unique roles and responsibilities of disaster mental health practitioners in meeting the needs of diverse individuals, families, and communities that are impacted by disasters. The course introduces students to six practice methods and the settings in which these methods may be used. In addition, the course discusses how to building resilience, foster posttraumatic growth, and addresses the risk of compassion fatigue in helpers following disasters. Prerequisite(s): SOWK 7320.

Prerequisite(s): SOWK 7320.

SOWK 7100 Social Work & Spirituality (2-3)

This course provides a framework of knowledge, values, skills and experiences to promote culturally competent, ethical, spiritually-sensitive Social Work practice which takes into account diverse expressions of spirituality. In adopting a holistic perspective to guide practice, spirituality will be viewed as a vital and essential dimension of the bio-psycho-social assessment and treatment planning process.

SOWK 7110 Professional Foundations (1)

This foundation course provides a developmental overview of the breadth of social work, including its definition, scope, history, ethics and values, required competencies, and the basics of becoming a reflective practitioner. The course focuses on the future development of the individual student as a professional. The course defines relationship-centered practice within a clinical-community context as part of the introduction to the TSSW curriculum. Prerequisite(s): SOWK 7130*. * May be taken concurrently.

Prerequisite(s): SOWK 7130*.

* May be taken concurrently.

SOWK 7120 Soc Welfare History & Policy (3)

The course focuses on both the historical development of American social welfare policy and the practice of policy analysis in relation to contemporary social welfare policies. Issues central to understanding American social welfare policy such as poverty, racism, sexism, globalization, privatization and faith-based policies are addressed in this course.

SOWK 7130 Diversity and Social Justice (2,3)

This course is aimed at enabling students to engage in diversity and difference in practice with people who have multiple, intersecting dimensions of diversity, including (but not limited to): age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Using an overarching critical theoretical framework of oppression and liberation/resilience, students will learn to critically evaluate the social and historical sources of contemporary social problems. Awareness of the multiple intersecting dimensions of privilege will be a running theme throughout the course. Students will engage in continuous self-awareness and critical consciousness to understand to manage personal values and their effects on the diverse people with whom social workers work. Students will work to become an ally and work in solidarity with others and advance the human rights of these populations.

SOWK 7140 Intro to Orgs & Community Prac (2)

This foundation course addresses community practice as it relates to human service agencies with special attention to non-profit and grassroots organizations. Building upon 2 theoretical approaches to human service organizations/agencies and their distinct attributes, the course addresses key practice knowledge, skills, and values that promote, develop, and maintain organizations that effectively meet community and client needs. This course also emphasizes models of community intervention as integral to the social work professional's role in community and addresses challenges working with diverse populations in terms of community engagement, assessment, intervention and evaluation.

SOWK 7210 Theories of Human Behavior 1 (2)

Kurt Lewin's "nothing so practical as a good theory" paradigm provides the philosophical base for this course. Meta theoretical principles are used to understand theories of human relationship development across the lifespan. These meta theoretical principles - connection and disconnection; power and diminishment; purpose and invisibility - provide an overarching perspective for social workers to function as clinical community social workers with a relationship centered focus. These principles are applied to child and adolescent development and to issues related to diversity, oppression, class and social justice. This is the first semester of a two-semester sequence.

SOWK 7211 Human Behavior and the Social Environment I (3)

Human Behavior and the Social Environment I is aimed at exposing students to the complex factors that may affect human development and experiences across the life course. Students will understand theories of human behavior and the social environment (HBSE), and critically evaluate their implications when applied across diverse populations. Students will gain knowledge of human development across differing contexts and understand salient topics across stages of the life course. Through examinations, papers, and presentations, students will demonstrate their knowledge of theories, apply theories to specific contexts, and engage in personal reflection about how their life experiences may affect social work practice. Students will develop an understanding of how differing theoretical frameworks can empower and/or oppress diverse populations, and communicate this understanding in a professional and ethical way. This knowledge will provide the foundation to enable social workers to understand multiple factors when engaging with individuals and families to critically analyze theories, which will enable competent assessment, intervention, and evaluation in social work practice.

SOWK 7220 Theories of Human Behavior 2 (2)

In this required second semester course of the two semester sequence, the focus continues to center around Kurt Lewin's "nothing as practical as a good theory" paradigm. (Kurt Lewin, 1944, University of Iowa Studies in Child Welfare) The meta theoretical principles are used to continue to understand theories of human relationship development as they relate to the life span issues of adult development. Those principles - connection and disconnection; power and diminishment; purpose and invisibility - also highlight continuing discussions about diversity, oppression, class, social justice and the intersectionality of the "isms" with each other. Prerequisite(s): SOWK 7130 and 7210.

Prerequisite(s): SOWK 7130 and 7210.

SOWK 7221 Human Behavior and the Social Environment II (3)

Theories of human behavior is a two-course sequence aimed at exposing students to the complex factors that may affect human development and experiences across the life course and explore biopsychosocial theories across systems. This course explores the impact of social systems on human behavior in terms of socioeconomic, sociopolitical and sociocultural forces, from a variety of theoretical perspectives. This course examines the ways in which systems promote or pose challenges in the achievement and maintenance of optimal health and well-being of clients. The effects of prejudice and discrimination on individuals and groups, based on race, ethnicity, gender, affectional orientation, class, or other stigmatizing characteristics are emphasized are explored. Building upon theoretical approaches to human service organizations/agencies and their distinct attributes, the course addresses key practice knowledge, skills, and values that promote, develop, and maintain organizations that effectively meet community and agency needs. This course also emphasizes models of community and agency intervention as integral to the social work professional's role in community and addresses challenges working with diverse populations in terms of community engagement assessment, intervention and evaluation. Prerequisite(s): SOWK 7211.

Prerequisite(s): SOWK 7211.

SOWK 7230 Community Org-Policy Advocacy (3)

This methods course addresses community organization which is a form of social work practice that works through collective response to structural inequities. Through organizing - mobilizing people to combine their resources to act strategically on behalf of common interests - social workers aim for social change found through collective human potential. Through policy practice and policy advocacy, a social worker can transform the desires of community into laws and regulations that help achieve the goal of social and economic justice. Policy practice is an integral element of social work as practiced in all settings-at the local, state, and national levels, as well as within micro, mezzo, and macro levels of intervention. Prerequisite(s): SOWK 7120.

Prerequisite(s): SOWK 7120.

SOWK 7300 Clinicl Work w/ Child/Ad (2-3)

This advanced elective provides the student with knowledge of the physical, psychological and social development of children and adolescents. Course content related to clinical intervention with children includes: 1) acquiring the skills needed to keenly observe and analyze child behavior for its hidden meaning; 2) how to gather a complete and meaningful social history of the child and family within a clinical-community context; 3) interviewing and assessment techniques; and 4) treatment techniques. Students examine a wide variety of problems common to adolescents as well as the social and psychological underpinnings that accompany these. Practical and specific assessment and treatment skills relevant to typical arenas of clinical- community social work practice with children and adolescents and their families are of primary concern.

SOWK 7310 Intro to Direct Social Work Pr (3)

This foundation course is the first of three direct practice methods courses (it is followed by Methods II and Advanced Methods). It focuses on teaching students a broad and integrated variety of helping methods that span individuals, families, and groups within a clinical- community perspective. The central vehicle for navigating and managing these many systems is the social worker-client relationship, or Relationship-Centered Practice. Students will learn how to engage, assess, and facilitate change in small systems within the context of larger systems such as neighborhoods and communities. Students will learn to perform major social work practice roles and communication processes as well as procedures necessary for resource development, linkage, and utilization. Prerequisite(s): SOWK 7130* and 7210*. (* May be taken concurrently.)

SOWK 7320 SW Prac with Inds Fams &Groups (3)

This required methods course is the second of two foundation courses and integrates clinical with community practice. It contains distinct modules for practice particularly with individuals and families, and with small groups. The course continues to emphasize relationship-centered practice as a central premise for intervention, addressing traditional direct service approaches. Prerequisite(s): SOWK 7130.

Prerequisite(s): SOWK 7310.

SOWK 7330 Adv Clinical-Community Prac (5)

This advanced course integrates material from Methods I and Methods II and builds on content delivered in Theory, Tools, Professional Foundations and Field. The focus of the course is on the application of advanced relationship-centered clinical-community methods to a variety of complex cases. While students in this course are also taught advanced methods for discrete areas of practice (e.g., advanced case-management, intervention and termination, treatment matching, policy analysis, direct action organizing, locality development), integration of practice skills and professional identity is driven by the use of cases that require students to challenge and "work across" conventional conceptualizations of "micro," "mezzo," and "macro" practice. Prerequisite(s): SOWK 7310 and 7320.

Prerequisite(s): SOWK 7310 and 7320.

SOWK 7331 Advanced Integrated Clinical and Community Practice I (3)

This advanced course integrates material from Methods I and Methods II and builds on content delivered in Theory, Tools, Professional Foundations and Field. The focus of the course is on the application of advanced relationship-centered clinical-community methods to a variety of complex cases. While students in this course are also taught advanced methods for discrete areas of practice (e.g., advanced case-management, intervention and termination, treatment matching, policy analysis, direct action organizing, locality development), integration of practice skills and professional identity is driven by the use of cases that require students to challenge and "work across" conventional conceptualizations of "micro," "mezzo," and "macro" practice within local, national, and global milieus. Prerequisite(s): SOWK 7320 or by permission of instructor.

Prerequisite(s): SOWK 7320.

SOWK 7335 PROTEST, WHITE SUPREMACY, SOCIAL JUSTICE AND THE EDI MOVEMENTS (3)

In this course, students will examine the historical, the sociopolitical, socio-cultural, legal, economic, and pedagogical aspects, and experiential processes related to EDI Activism. Students will be provided training on "how to" engage in effective EDI activism within specific contexts and environments. They will hear from nationally renowned scholars and activists who will share the "nuts and bolts" of contemporary protest and activism. Students will have the opportunity to compare and contrast styles of protest and activism during different eras of our nation's history beginning with the Revolutionary War through the Black Lives Matter movement. Participants will develop an understanding of the insidious nature of white supremacy and its role in shaping our nation's history, activism, protest, and issues surrounding equity, diversity, and inclusion. Guest lectures and panel presentations by nationally renowned activism scholars and experts will focus on why protests and activism are necessary and offer creative solutions for achieving social justice, equity, diversity, and inclusion in our nation.

SOWK 7341 Advanced Integrated Clinical and Community Practice II (3)

This advanced course integrates material from Methods I and Methods II and builds on content delivered in Theory, Tools, Professional Foundations and Field. The focus of the course is on the application of advanced relationship-centered clinical-community methods to a variety of complex cases. While students in this course are also taught advanced methods for discrete areas of practice (e.g., advanced case-management, intervention and termination, treatment matching, policy analysis, direct action organizing, locality development), integration of practice skills and professional identity is driven by the use of cases that require students to challenge and "work across" conventional conceptualizations of "micro," "mezzo," and "macro" practice within local, national, and global milieus. Prerequisite(s): SOWK 7331 or by permission of instructor.

Prerequisite(s): SOWK 7331.

SOWK 7345 Psychopathology and the DSM (3)

This course will provide you with an overview of mental health assessment and diagnostic tools, including the Diagnostic Statistical Manual (DSM) categories, and touches on treatment strategies and techniques. Building on the knowledge base acquired in the foundation course, this course examines the relationship between the biological, psychological, social, environmental, and cultural influences and emotional and mental health from an ecological context. Particular attention is given to variations in the assessment process and access to treatment for populations at social and economic risk. In addition, students examine the political and social implications of mental health and their relations to social work values and ethics. Prerequisite(s): SOWK 7310.

Prerequisite(s): SOWK 7310.

SOWK 7350 Leadership & Mgmt Human Svc Or (2-3)

The course covers the theoretical foundations, principles, skills and ethics of leadership and management in human service organizations. Theories of leadership and management are examined for usefulness in the social work profession, as well as for understanding organizational behavior and worker motivation. Through in-class lecture and discussion as well as agency-based consultations, students may observe and report on strategic planning activities; working with boards; entrepreneurial and intrapreneurial initiatives in the nonprofit sector; establishing partnerships; human resources, teamwork, and diversity; supervising for improved clinical-community and management skills; budgeting; and career development.

SOWK 7360 Contempr Pract w/ Couples & Fam (2-3)

This advanced elective is designed to integrate theories, practice principles, and intervention strategies with traditional and nontraditional couples and families. It builds upon those theories and methods learned in the Theory Sequence (SOWK 7210, 7220) and in the Methods Sequence (SOWK 7310, 7320 & 7330). Contemporary couples and family treatment derives from post-modern theory and philosophy. How post-modern theories and methods are translated to couples treatment is also a major aspect of this course. While each session features mini-lectures, the course is case-centered and participatory. Integration of theories and practice principles as they are translated to specific intervention strategies is the major thrust of this course. A final oral presentation focuses on case analysis, treatment planning, and implementation of post-modern intervention strategies. Prerequisite(s): SOWK 7320.

Prerequisite(s): SOWK 7320.

SOWK 7365 Clinical Practice in Addiction (3)

This is a class designed to give the student clinical practice in conceptualizing, assessing and treating addictions and substance abuse and misuse in a relational context. Clinical Practice in Addiction and Substance Abuse is a 3-credit elective course designed to build upon the prerequisite course, SOWK 7370 or SOWK 7345. This clinical course has a focus on the importance of connection and family in healing from addiction and substance abuse. The relationship between trauma and addiction will be discussed. The course is organized in five modules: (1) The brain and attachment in healing, (2) Clinical assessment of addictions and substance misuse/abuse, (3) Treatment planning and implementation, (4) The ecosystem of the substance abuse and addiction health care delivery system and healing, (5) Work with specific populations. In the course, students will learn the importance of connection and relationships in healing. We will study the ecosystem of the addiction and substance abuse care delivery system. Treatment modalities and transitions will be mastered. Exams will build on one another throughout the five modules of the course. Throughout the five modules, the student will conceptualize a client and his/her family relational ecosystem. The student will complete a comprehensive assessment and treatment plan (with interventions) for each stage of recovery. Prerequisite(s): SOWK 7320.

Prerequisite(s): SOWK 7320.

SOWK 7370 Intro to Behavior Pharmacology (3)

This elective course provides basic information about the naming of drugs and the process of pharmaceutical drug development for examining the biological social and behavioral mechanisms of substance use are presented. Current trends, cultural, ethnic, gender, and age related issues of substance use are explored. The impact of various forms of substance use on the family system and communities will be discussed. Prerequisite(s): SOWK 7320.

Prerequisite(s): SOWK 7320.

SOWK 7380 Treatmnt of Anxiety & Depressn (2-3)

The course covers the etiologies, manifestations, nosology, and biopsychosocial interventions with depression and anxiety -the two most common complaints of clients in primary care and mental health service settings. Two general approaches serve as the epistemological foundation in the course: the Strengths Perspective and a coordinated holistic biopsychosocial approach that considers physiological, psychological, social, developmental, familial, cultural and environmental factors in both the assessment of and interventions with anxiety and depression. Students engage in active learning and practical case application of cognitive-behavioral, solution-focused, interdisciplinary case management, and comparative psychotherapy techniques. Accessing and evaluating the research literature using principles of Evidence Based Practice are integrated into examination of outcomes effectiveness of comparative clinical- community treatment approaches. Prerequisite(s): SOWK 7320.

Prerequisite(s): SOWK 7320.

SOWK 7410 Research for Evidence-Based SW (3)

This course focuses on the principles and process of Evidence-based Practice (EBP), a methodology for making practice decisions that emphasizes formulating practice questions, locating and evaluating information to answer these questions, applying the knowledge gained to practice situations, and evaluating outcomes. Essential to this approach is the core competency of critical thinking, which will be introduced and developed. Also inherent in EBP is the competency of information literacy, which will be addressed as students are familiarized with information resources vital to social work and learn strategies or accessing them. Additionally, students will work towards the effective use of acquired knowledge with others. Students will learn to utilize some of the written, verbal, and visual tools underlying the core competency of communication skills. They will also begin to explore the competency of team building with particular emphasis placed on working in learning groups.

SOWK 7420 Program Evaluation (2)

Program evaluation is designed to continue guiding the student in mastering tools for lifelong inquiry and learning in social work practice. The course facilitates the students' successful entrance and integration into the field placement setting by addressing the key learning issues involved in that process. Program evaluation is useful and relevant to the field agency and a hands-on experience which explicates the interface between methods of inquiry and analysis and direct social work practice. Prerequisite(s): SOWK 7410.

Prerequisite(s): SOWK 7410.

SOWK 7421 Research for Program Evaluation and Evidence Based Social Work (3)

In this course, students begin to develop mastery of some of the tools or skill sets required for successful completion of the MSW program and for ethical, effective clinical-community social work practice, including the evaluation of social work programs. The course focuses on the methods used to evaluate research and implement research methods into social work practice. The principles of Evidence-Based Practice (EBP) and research methodology will be identified and applied in order to integrate the knowledge gained to diverse practice contexts and the evaluation of practice and program outcomes. Students are familiarized with research knowledge resources vital to social work practice and evaluation and learn strategies for efficiently accessing and applying emerging research knowledge in order to effectively evaluate practice and programs. This course introduces and develops knowledge, values, skills and cognitive and affective processes related primarily to CSWE Competency 4: Engage in practice-informed research and research-informed practice and CSWE Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.

SOWK 7430 Data Analysis and Interp (3)

In this class, students continue to develop skills related to the access, creation, utilization, and dissemination of knowledge for social work practice. The course focuses primarily on the principles, methods, and applications of quantitative and qualitative data analysis used in clinical-community social work research. The course emphasizes the practical application of data analysis knowledge in both assessing the quality of existing research evidence and contributing to knowledge through systematic inquiry on topics of concern to social work practitioners and their clients. The utilization of computer applications for data management and analysis is stressed. Prerequisite(s): SOWK 7410 and 7420.

Prerequisite(s): SOWK 7410 and 7420.

SOWK 7431 Data Analysis and Interpretation for Program Evaluation Research (3)

In this three-credit course, students continue to develop skills related to the accession, creation, utilization, and dissemination of knowledge for social work practice and program evaluation. The course focuses primarily on the principles, methods, and applications of quantitative and qualitative data analysis used in clinical-community social work research and program evaluation. The course emphasizes the practical application of data analysis knowledge in both assessing the quality of existing research evidence and contributing to knowledge through systematic inquiry on topics of concern to social work practitioners and their clients. Special emphasis is given to issues of norms, validity, and generalizability of measures, statistical methods, and data interpretation for research with diverse populations. The utilization of computer applications for data management and analysis is stressed. Prerequisite(s): SOWK 7421.

Prerequisite(s): SOWK 7421.

SOWK 7440 Integrative Capstone Seminar (2,3)

The Capstone Seminar in relationship-centered, integrated clinical and community practice is designed to be integrative of all the previous foundation and advanced courses. The goal is to produce a graduate who is grounded in professional identity and in the values and purpose of social work. This is accomplished through an inquisitive, dialectic process among students and professor. Fundamental questions will be revisited about structural oppression, local and global issues in social work, knowledge and thinking for social work, systemic oppression, and the exercise of social work practices. Prerequisite(s): SOWK 7331.

Prerequisite(s): SOWK 7331.

SOWK 7450 Death, Dying and Grieving (2-3)

This course examines End-of-Life issues and how these issues impact the clients, families and social workers. Students will have the opportunity to examine their feelings regarding death, dying, grieving and other losses through class readings and exercises, discussions and field trip(s).

SOWK 7520 Field Practicum & Seminar I (4,5)

Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction.

Prerequisite(s): (SOWK 7120, 7130, 7221 and 7310).

SOWK 7530 Field Practicum & Seminar II (4,5)

Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction. Prerequisite(s): SOWK 7520.

Prerequisite(s): SOWK 7520.

SOWK 7540 Field Practicum Seminar III (4,5)

Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction. Prerequisite(s): SOWK 7530.

Prerequisite(s): SOWK 7530.

SOWK 7650 Theory & Treatment of Addictions (2-3)

This elective course will advance students' knowledge of a biopsychosocial framework addressing the use and abuse of mood altering substances and other addictive processes. This framework will form the foundation for exploring a variety of models explaining addictive processes. Neuroscience, cognitive, behavioral, psychodynamic, systems and postmodern theories will be utilized as means to identify addictive processes and formulate interventions. Current evidence-based methods will be explored. The impact of various forms of addictions will be addressed on different populations.

SOWK 7760 Human Sexuality (2-3)

Complementary, inclusive, and sometimes conflicting perspectives inform the human sexuality context for an exploring of the ways that sexuality is situated and managed within social work practice. The course is designed to acquaint social work students with the necessary factual and theoretical background to make cognitive behavioral, and experiential connections in work with individuals, couples, and communities that are experiencing difficulties with close human interaction. Students have the opportunity to learn how theories of sexuality have informed practice and how these formulations are currently being questioned and disputed. Within that context of critical awareness, students explore their own level of comfort with sexuality as it relates to clinical situations. The course expects students to extend their knowledge of social work practice to the area of sexual disorders. Treatment is based on a fundamental knowledge of human sexual behavior, including biological aspects, developmental characteristics over the life cycle, courtship, marriage, sex roles, contributions from feminist thinking, and healthy relationships. Male and female sexual dysfunction is discussed in the context of partner-facilitated treatment.

SOWK 7840 Independent Study (1-3)**SOWK 7880 Restorative Approaches (2-3)**

This elective course will cover conflict and methods for its resolution from a restorative approaches perspective. It will touch on both theory and skills-based practice and participants will come to understand the principles of restorative approaches and learn the skills to enact them. Topics will include restorative philosophy, community building, Restorative alternative methods and consensus-based meeting facilitation. The course is a combination of lecture, discussion, and practice. We will use role-plays extensively and the scenarios will range across personal and professional life. We will start at the foundation of Restorative Approaches, personal skills, and community building and work our way up through various levels of conflict. This will be a skill-focused course built towards naturalizing restorative techniques. Restorative Approaches are more than set techniques for given scenarios. They are adaptable habits and practices that feed into a larger social movement aimed at dismantling systems of oppression and violence. These theories and skills will dovetail with any social work focus area by strengthening skills for dialogue and reconciliation.

SOWK 7910 Field Practicum & Seminar PT 1 (2,2.5)

Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction. Prerequisite(s): SOWK 7120, 7130, 7211 and 7310.

Prerequisite(s): SOWK 7120, 7130, 7211 and 7310.

SOWK 7920 Field Practicum & Seminar PT 2 (2,2.5)

Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction. Prerequisite(s): SOWK 7910.

Prerequisite(s): SOWK 7910.

SOWK 7930 Field Practicum & Seminar PT 3 (2,2.5)

Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction. Prerequisite(s): SOWK 7920.

Prerequisite(s): SOWK 7920.

SOWK 7940 Field Practicum & Seminar PT 4 (2,2.5)

Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction. Prerequisite(s): SOWK 7930.

Prerequisite(s): SOWK 7930.

SOWK 7950 Field Practicum & Seminar PT 5 (2,2.5)

Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction. Prerequisite(s): SOWK 7940.

Prerequisite(s): SOWK 7940.

SOWK 7960 Field Practicum & Seminar PT 6 (2,2.5)

Field placements are in community agencies where professional social work supervision is provided to guide the development of a full range of social work practice skills and helping the learner assume a professional social work role. As is possible, placements are made in accordance with a student's stated learning objectives and professional career goals. Tulane School of Social Work maintains close ties with agencies in the development of the educational focus of field instruction. Prerequisite(s): SOWK 7950.

Prerequisite(s): SOWK 7950.

SOWK 7990 Journey to India (2-3)

This class directly addresses the essential relationship between self-awareness, personal growth and professional practice. It incorporates practice methods and community development theory and practice to address the needs of the growing community of Tibetan refugees in the foothills of the Himalayan Mountains. Culturally competent community development and practice is a central tenet and incorporates the integrity and worth of individuals and communities with diverse backgrounds. As an advanced elective, students will have a profound opportunity to integrate classroom learning with field experiences in their application of knowledge, skills, values and ethics to community development and multi-cultural practice in an international arena.

SOWK 8880 No Courses This Term (0)**SOWK 9010 Portfolio Planning Seminar I (1)**

These 9000 level seminars (Portfolio Planning Seminar Units 1-4) are designed to offer individual academic support to Doctor of Social Work (DSW) students to develop their individual APP and professional portfolios. The Portfolio Planning Seminar provides individualized support for students as they develop their research questions, construct an argument, focus their review of the literature, identify statistical and data analytic methods appropriate to the research question, and demonstrate cohesion between the identified research topic and the application of a theoretical framework. These required courses are designed for students to identify their individual research interests relevant to their respective fields and to develop these interests into an approved APP Proposal.

SOWK 9020 Portfolio Planning Seminar II (1)

These 9000 level seminars (Portfolio Planning Seminar 1-4) are designed to offer individual academic support to Doctor of Social Work (DSW) students to develop their individual APP and professional portfolios. The Portfolio Planning Seminar provides individualized support for students as they develop their research questions, construct an argument, focus their review of the literature, identify statistical and data analytic methods appropriate to the research question, and demonstrate cohesion between the identified research topic and the application of a theoretical framework. These required courses are designed for students to identify their individual research interests relevant to their respective fields and to develop these interests into an approved APP Proposal.

SOWK 9030 Portfolio Planning Seminar III (1)

These 9000 level seminars (Portfolio Planning Seminars 1-4) are designed to offer individual academic support to Doctor of Social Work (DSW) students to develop their individual APP and professional portfolios. The Portfolio Planning Seminar provides individualized support for students as they develop their research questions, construct an argument, focus their review of the literature, identify statistical and data analytic methods appropriate to the research question, and demonstrate cohesion between the identified research topic and the application of a theoretical framework. These required courses are designed for students to identify their individual research interests relevant to their respective fields and to develop these interests into an approved APP Proposal.

SOWK 9040 Portfolio Planning Seminar IV (1)

These 9000 level seminars (Portfolio Planning Seminars 1-4) are designed to offer individual academic support to Doctor of Social Work (DSW) students to develop their individual APP and professional portfolios. The Portfolio Planning Seminar provides individualized support for students as they develop their research questions, construct an argument, focus their review of the literature, identify statistical and data analytic methods appropriate to the research question, and demonstrate cohesion between the identified research topic and the application of a theoretical framework. These required courses are designed for students to identify their individual research interests relevant to their respective fields and to develop these interests into an approved APP Proposal.

SOWK 9101 Leader Evidence Inform Pract (4)

This course introduces students to scholarly leadership principles in social work practice. The course allows the development of critical thinking skills by gaining an understanding of scientific, analytical, and ethical approaches utilized when conducting program evaluation and service outcomes research. Students' mastery of course content prepares them to develop, use, and effectively communicate evidence informed social work research knowledge.

SOWK 9102 Theory, Models & Methods (4)

This course provides students opportunities to examine the structure of selected theories, models and principals that social workers use to support their practice. Specifically it provides both a framework and a forum for students to: (a) hold conversations about the historical and contemporary factors affecting social work practice theory, including the values of American culture and changing technologies; (b) examine practice effectiveness research; and (c) propose newly configured models for theory supported practice.

SOWK 9200 Program & Clinical Evaluation (4)

The purpose of the summer immersion course is to prepare students with the needed skills to measure the effectiveness and appropriateness of programs and interventions. In this course students will learn how to apply action research with community organizations and have the opportunity to apply service outcomes research methods to a local agency. Students will also be introduced to descriptive statistics and effective report writing. The course will further prepare students to develop a critical frame for designing real world program and clinical evaluations.

SOWK 9203 Hist Policy Social Welfare (4)

This seminar introduces students to the historical, political, and sociological approaches to investigate the formation, evolution, and implementation of social policy. Research studies in policy formation, policy implementation and policy evaluation are stressed. Materials on the legislative processes, societal institutions and societal values as reflected are stressed. The seminar is designed to provide a basic theoretical foundation for students to conduct advanced policy research. Students will review and critique some of the seminal theoretical literature that informs policy research and will examine specific applications of social theory to policy questions.

SOWK 9204 Quant Method Research (4)

This course is an introduction to research methods for doctoral students in social work. This course introduces students to the principles; methods and analytical techniques associated with quantitative social work research and service outcome methods. The course allows the development of critical thinking skills by gaining an understanding of scientific, analytical, and ethical approaches utilized when conducting research for social work practice. Students will become familiar with efforts to achieve and measure variables in the context of human and social development. Students' mastery of course content prepares them to develop, use, and effectively communicate empirically-based social work research with experimental, quasi-experimental, and non-experimental research designs.

SOWK 9205 Pedagogy Development (4)

This course introduces the student to the philosophies of adult education, and strategies to enhance learning in the classroom with special emphasis on incorporating diversity content and conflict resolution in the classroom. Students will increase proficiency in the process of learning and teaching especially linking to CSWE Core Competencies. Content will focus on development of specific teaching skills, including curriculum/syllabus design, lecture preparation, assignments and evaluation. Students will also create a teaching philosophy that will be included as part of their professional portfolio.

SOWK 9206 APP Research Ethics (4)

This course is designed for doctoral students beginning to develop their own program of research. It will provide an emphasis on understanding the basic expectations and requirements of research proposal, as well as the ethical and pragmatic considerations to conduct a research study. The primary goal of this course is to provide an opportunity for students to identify research interests relevant to their respective fields and develop these interests into an IRB proposal effectively.

SOWK 9210 Qualitative Mehtd & Analy (4)

This course introduces the student to the purposes, goals, and logic of qualitative/naturalistic research methods as they are applicable to social work problems and questions. The course is orientated toward providing students with (1) an introduction to qualitative inquiry and analysis; (2) a beginning experience with research skills appropriate to the ecological perspective on social work practice. The emphasis in this course is on the discovery function of knowledge building activities. In this, as in all courses in the program, the ultimate aim is to prepare students to effectively meet their responsibility to continually assess and improve their own practice and to add to the general store of social work practice knowledge.

SOWK 9307 Applied Social Statistics (4)

This course introduces students to applied social statistics where students will learn to analyze, interpret, and present real world findings. Content includes descriptive and inferential statistics for univariate, bivariate, and multivariate analyses, and the use of electronic data processing technology to manage and analyze secondary data. At the end of this course, students will be able to apply statistical techniques and communicate results common to program evaluation.

SOWK 9308 Nonprofit Mgmt & Development (4)

The focus of this course is on agency leadership. The purpose is for students to understand different management aspects, roles of boards, strategic planning and fundraising ethics for non-profit management. Students will be able to articulate the theoretical foundations that affect the growth of and external influences on the nonprofit sector. Students will also be able to perform basic analyses of financial information provided by nonprofit entities, including budgetary calculations, cost allocation techniques, capital planning, and operational needs.

SOWK 9309 Comm Adv & Part Research (4)

The focus of this course is on community leadership. The purpose is on the development of research knowledge and skill needed for effective evidence-based clinical-community research application. This course will specifically prepare student with the needed skills for effective community level (macro) practice. Students will be able to identify and describe theories and relevant models of effective community practice and theoretical models for community organization. Students will also be introduced to community based participatory research (CBPR) approaches and methods if CBPR consisted with program evaluation.

SOWK 9310 APP Grant Writing (4)

This course is designed for doctoral students to further develop their programs of research. It will provide an emphasis on grant writing and funding attainment to conduct a research study. The primary goal of this course is to provide an opportunity for students to identify potential grants, funding justification, budgeting, and program evaluation; culminating in development of an effective grant proposal.

SOWK 9410 Quantitative Methods I (3)**SOWK 9420 Qualitative Methods I (3)****SOWK 9430 Intermediate Statistics (3)****SOWK 9440 Adv Multivar Appro & Inf (3)****SOWK 9450 Portfolio Dev Seminar V (1)**

These 9400 level seminars (Portfolio Development Seminars 5-8) are designed to build on the 9000 level planning courses and offer individual academic support to Doctor of Social Work (DSW) students to complete their individual APP. The Portfolio Development Seminar provides individualized support for academic writing, data analytics, manuscript submission, grant proposals, and/or program evaluation. These required courses are designed for students to complete their APP proposal and further develop their professional portfolios.

SOWK 9460 Portfolio Seminar VI (1)

These 9400 level seminars (Portfolio Development Seminars 5-8) are designed to build on the 9000 level planning courses and offer individual academic support to Doctor of Social Work (DSW) students to complete their individual APP. The Portfolio Development Seminar provides individualized support for academic writing, data analytics, manuscript submission, grant proposals, and/or program evaluation. These required courses are designed for students to complete their APP proposal and further develop their professional portfolios.

SOWK 9470 Portfolio Develop Seminar VII (1)

These 9400 level seminars (Portfolio Development Seminars 5-8) are designed to build on the 9000 level planning courses and offer individual academic support to Doctor of Social Work (DSW) students to complete their individual APP. The Portfolio Development Seminar provides individualized support for academic writing, data analytics, manuscript submission, grant proposals, and/or program evaluation. These required courses are designed for students to complete their APP proposal and further develop their professional portfolios.

SOWK 9480 Portfolio Develop Seminar VIII (1)

These 9400 level seminars (Portfolio Development Seminars 5-8) are designed to build on the 9000 level planning courses and offer individual academic support to Doctor of Social Work (DSW) students to complete their individual APP. The Portfolio Development Seminar provides individualized support for academic writing, data analytics, manuscript submission, grant proposals, and/or program evaluation. These required courses are designed for students to complete their APP proposal and further develop their professional portfolios.

Course Limit: 4

SOWK 9510 Res. Meth., Dev. & Impl. (3)

SOWK 9550 Research Design In Sowk (3)

SOWK 9610 Soc Wk Pract & Thry:Comp (3)

SOWK 9620 Sys and Theories of Org (3)

SOWK 9640 Advanced Sem Ego Psych (3)

SOWK 9650 Small Group Theory/Treat (3)

SOWK 9670 Lit Sem:Child/Adolsnt I (3)

SOWK 9680 Measure Social Phenomena (4)

This course will provide students with the opportunity to expand their knowledge and understanding of the complexities related to working in varying contexts given evolving priorities, pressures, opportunities and constraints. Students will become familiar with efforts to achieve and measure variables in the context of human development. This approach takes into consideration the multiple processes and inherent challenges that come into play across theoretical, economic, environmental, and political in society.

SOWK 9690 Lit Sem:Child/Adolsnt 3 (3)

SOWK 9710 Hist App To Soc Welfare (3)

SOWK 9720 Scholarshp of Pract In P (3)

SOWK 9730 Read In Hist of Soc Wel (3)

SOWK 9740 Advanced Readings (1-3)

Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOWK 9750 Read In Soc Wel Org Adm (3)

SOWK 9760 Advan Read In Hum Beh Sc (3)

SOWK 9800 Ways of Knowing, Learnin (3)

SOWK 9810 Conflict In Families (3)

SOWK 9820 Sem In Advanced Meth II (3)

SOWK 9840 Integrative Seminar (3)

SOWK 9850 Sp Proj In Soc Wk Meth I (3)

SOWK 9870 Sp Proj Soc Wk Meth II (3)

SOWK 9880 Qualifying Exam (4)

The purpose of this seminar is for the student to demonstrate their ability to develop a command of the literature in particular areas and subareas and synthesize this knowledge into a coherent framework. Students are required to demonstrate considerable knowledge about the evolution and growth of ideas in the area as well as the issues that continue to engage scholars. Students will need to go beyond formal coursework to master independently their identified area of expertise. Students must also demonstrate an ability to situation specific research fields, constructs, and theories within a broader academic framework.

SOWK 9900 Clinical Internship I (3)

SOWK 9920 Clinical Internship III (3)

SOWK 9930 General Internship (3)

SOWK 9940 Dissertation Dev Sem I (1)

Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOWK 9941 Intro to Quant. Methods Rsh (4)

This course is an introduction to statistical analysis for doctoral students in social work. It covers basic statistical methods for use with experimental, quasi-experimental, and non-experimental research designs. The course provides basic mathematical, conceptual, and design tools for data analysis in social work research. Beginning computer applications for data analysis in social work research are also introduced.

SOWK 9942 Intro Qual & Inter Hum Inquiry (4)

This course introduces the student to the purposes, goals, and logic of qualitative/naturalistic research methods as they are applicable to social work problems and questions. The course is orientated toward providing students with (1) an introduction to the "field" of qualitative inquiry and (2) a beginning experience with research skills appropriate to the ecological/field perspective on social work practice. The emphasis in this course is on the discovery function of knowledge building activities. In this, as in all courses in the program, the ultimate aim is to prepare students to effectively meet their responsibility to continually assess and improve their own practice and to add to the general store of social work practice knowledge.

SOWK 9943 Applied Social Statistics (4)

This course introduces students to applied social statistics where students will learn to analyze, interpret, and present real world findings. Content includes descriptive and inferential statistics for univariate, bivariate, and multivariate analyses, and the use of electronic data processing technology to manage and analyze secondary data. At the end of this course, students will be able to apply statistical techniques and communicate results common to program evaluation.

SOWK 9950 Dissertation Dev Sem II (3)**SOWK 9951 Research Methods, Dev & Implem (4)**

This course introduces students to scholarly leadership principles in social work practice. The course allows the development of critical thinking skills by gaining an understanding of scientific, analytical, and ethical approaches utilized when conducting program evaluation and service outcomes research. Students' mastery of course content prepares them to develop, use, and effectively communicate evidence informed social work research knowledge.

SOWK 9955 Designs for Clinical Comm Prac (4)

This course focuses on the development of research knowledge and skill needed for effective evidence-based clinical-community research application. The purpose of this course is to prepare students with the needed skills to measure the effectiveness and appropriateness of program interventions. This course will specifically prepare student with the needed skills for effective community level (macro) practice.

SOWK 9960 Sw Research Practicum I (1)**SOWK 9961 SW Theory, Prac Models & Meth (4)**

This course provides students opportunities to examine the structure of selected theories, models and principals that social workers use to support their practice. Specifically it provides both a framework and a forum for students to: (a) hold conversations about the historical and contemporary factors affecting social work practice theory, including the values of American culture and changing technologies; (b) examine practice effectiveness research; and (c) propose newly configured models for theory supported practice.

SOWK 9970 Sw Research Practicum II (1)

Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOWK 9971 Hist Approaches to Soc Welfare (4)

This seminar explores the historical context for the development of professional social work values, ideologies and methods.

SOWK 9972 Schol Practice Policy Context (4)

This seminar introduces students to the political and sociological approaches to investigate the formation, evolution, and implementation of social policy. Research studies in policy formation, policy implementation and policy evaluation are stressed. Materials on the legislative processes, societal institutions and societal values as reflected are stressed. The seminar is designed to provide a basic theoretical foundation for students to conduct advanced policy research. Students will review and critique some of the seminal theoretical literature that informs policy research and will examine specific applications of social theory to policy questions.

SOWK 9980 Teachers Practicum (0)

Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOWK 9990 Dissertation Research (0)

This course students register for while working on their dissertation products. Course may be repeated up to unlimited credit hours.

Maximum Hours: 99

SOWK 9991 Adv Clinical Project (1)

These seminars are designed to offer individual academic support to Doctor of Social Work (DSW) students to complete their individual ACP. Students will have the opportunity to apply knowledge and skills from their coursework in research methods, research design, and data analysis techniques. The goal of these courses is to provide additional individualized faculty support for DSW students in their final year of DSW courses and completion of the ACP.

Maximum Hours: 99

SOWK 9992 Portfolio Planning Seminar (1)

These seminars are designed to offer individual academic support to Doctor of Social Work (DSW) students to develop their individual APP and professional portfolios. The Portfolio Planning Seminar provides individualized support for students as they develop their research questions, construct an argument, focus their review of the literature, identify statistical and data analytic methods appropriate to the research question, and demonstrate cohesion between the identified research topic and the application of a theoretical framework. These required courses are designed for students to identify their individual research interests relevant to their respective fields and to develop these interests into an approved APP Proposal.

SOWK 9993 Adv Clinical Proj Dev Sem I (4)

This course is designed for doctoral students beginning to develop their own program of research. It will provide an emphasis on understanding the basic expectations and requirements of research proposal, as well as the ethical and pragmatic considerations to conduct a research study. The primary goal of this course is to provide an opportunity for students to identify research interests relevant to their respective fields and develop these interests into a proposal effectively.

SOWK 9994 Adv Clinical Proj Seminar I (1)

These seminars are designed to offer individual academic support to Doctor of Social Work (DSW) students to develop their individual ACP. These required courses are designed for students to identify their individual research interests relevant to their respective fields and to develop these interests into an approved ACP Proposal. The ACP seminar provides additional support for students as they develop their research questions, construct an argument, focus their review of the literature, identify statistical and data analytic methods appropriate to the research question, and demonstrate cohesion between the identified research topic and the application of a theoretical framework. This ACP course will incorporate the knowledge and skills developed in previous course work in the program. The goal of these courses is to provide additional individualized faculty support for DSW students throughout their enrollment in the program.

SOWK 9995 Adv Clinical Proj Seminar II (4)

This course is designed for doctoral students to further develop their programs of research. It will provide an emphasis on grant writing and funding attainment to conduct a research study. The primary goal of this course is to provide an opportunity for students to identify potential grants, funding justification, budgeting, and program evaluation; culminating in development of an effective grant proposal.

FACULTY

This listing includes Tulane University full-time employees with faculty status, visiting faculty, and postdoctoral fellows at the time of publication.

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Anderson, Margot Harris
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